

MORELL
The Andover
Summer
Session
1976





The Andover Summer Session 1976

June 23 to August 4

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Andover Phillips Academy, usually called Andover, is the oldest incorporated boarding school in the nation, now in its 198th year. From its beginning the Academy has been open to youths from all sections of the country and from abroad, seeking always to develop in its students sound scholarship, character, and self-reliance in a tradition of national service and devotion to democratic ideals.

The buildings, grounds, and facilities of the Academy are uncommonly varied and beautiful, even among preparatory schools and indeed among most colleges: particularly outstanding are the Addison Gallery of American Art, the Peabody Museum of Archaeology, the Moncrieff Cochran Sanctuary, the Arts and Communications Center, the 100,000 volume Oliver Wendell Holmes Library, and complete indoor and outdoor athletic facilities on 450 acres of landscaped campus. Also impressive are its six classroom buildings: Charles Bulfinch Hall (English), Thomas Evans Hall (Sciences), William B. Graves Hall (Music), Samuel F. B. Morse Hall (Mathematics), Eliphalet Pearson Hall (Classics), and Samuel Phillips Hall (History, Modern Foreign Languages, and Religion).

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere designed the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.



The Andover Summer Session

The Summer Session makes use of all the facilities of Phillips Academy and is open both to regularly enrolled P.A. students and to able students from other schools, public and private. Its purpose is to provide able boys and girls of high school age a summer experience that deepens and extends their intellectual, aesthetic, and moral interests. Courses in all subjects and at all levels demand rigorous application. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; all courses proceed rapidly and probe deeply, because the students are able and highly motivated. The advanced courses are conducted at the Advanced Placement college level.

The faculty is a highly able and diverse group of men and women that numbered 91 in 1975. Many of the teachers come from the Phillips Academy faculty, the rest from other distinguished schools and colleges.



One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic level. In 1975, the 572 boys and girls (an equal number of both) came from 38 states and 17 foreign countries; 87 of them were on scholarships.

Students may choose a course or courses that enable them to explore fields in which they have already demonstrated competence or they may choose to begin work in a new field. Courses are designed for the able and are intensive and fast-moving. Many allow or require independent work. Average class size in 1975 was 11.

Chamber Music Program

The Chamber Music Program, new to the Summer Session this year, provides individual instruction, a chamber orchestra, chorus, and ensemble work involving all combinations of voice, piano, strings, woodwinds, and brass instruments. The program is an integral part of the Andover Summer Session: class hours, afternoon activities, mealtimes, etc., are the same for music participants as for all other students.

Educationally, the general mix of both music and non-music students in all things except study and classroom work is an outstanding feature of the Andover Summer Session.

For further information see pages 59-63.

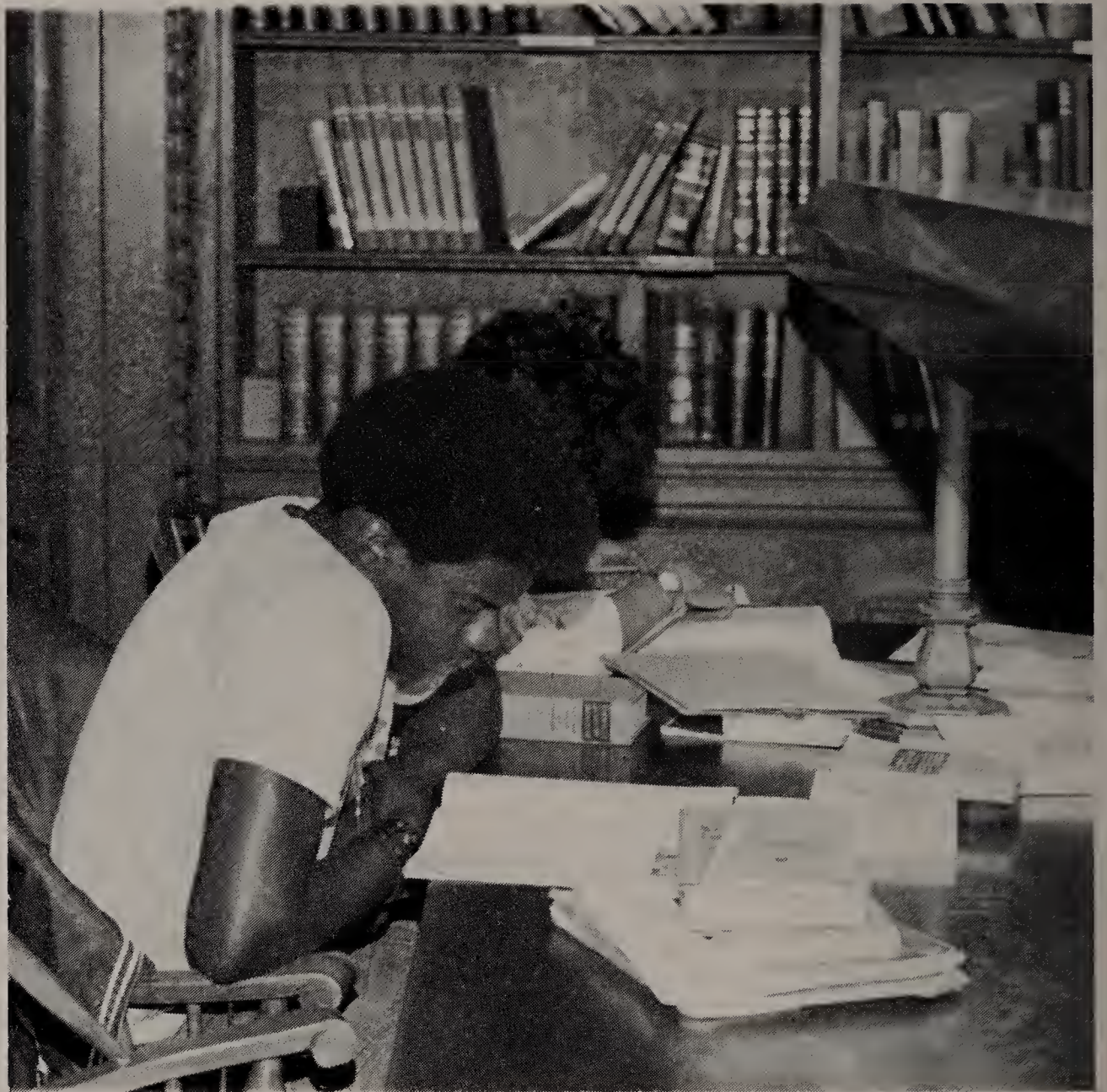
Admissions Candidates may obtain application forms from the office of the Summer Session. A completed application consists of an autobiographical statement, a guidance counselor's recommendation and school transcript, a confidential recommendation from one teacher, and a \$5.00 application fee. All applicants are urged to encourage those preparing the school report and the confidential recommendation to submit this essential material promptly.

The Summer Session accepts for admission boys and girls who have done well academically and who have completed the 9th, 10th, 11th or 12th grades.

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong high school record, but it may make an exception for a candidate who shows unusual and promising interest in a particular course. The most important qualification is the serious desire to spend the summer in challenging, disciplined study.

The Committee further considers the applicant's capacity to contribute personally and intellectually to the life of the Summer Session. Since it is not possible to admit all students who qualify, and because the diversity of the student body adds greatly to the Summer Session, the Committee gives preference to those qualified students whose interests, achievements, geographical location, experience or background most enrich that diversity. The Committee also values unusual competence in any field. Preference is also given to older students since they may not be able to apply later. Since the capacity of the Summer Session is limited, early application is highly desirable to avoid disappointment. Applicants who have not previously attended the Summer Session are given preference over those who wish to study here a second summer.





Expenses The \$980 charge for boarding students includes tuition, board, and room. The day student charge of \$700 covers tuition, all meals, and a dormitory desk. Within two weeks of acceptance, the student pays a non-refundable \$50 deposit, credited towards the tuition charge. The balance is due on opening day unless other arrangements have been made in advance with the Director of Admissions. All checks should be made payable to the Trustee of Phillips Academy. No rebate will ordinarily be made to a student who is dismissed. There may be an exception if a student withdraws voluntarily for compelling reasons.

Scholarships

Partial and full scholarships are awarded according to need to well-qualified applicants. Scholarship need is determined by computation based on parents' income and not solely on academic performance. No student should hesitate to apply merely because of inability to pay, but early application is absolutely necessary for students requiring financial aid.

To avoid delay, those who require aid should request scholarship application materials when they first write to the Summer Session.

The Summer Session supplies information that helps a family estimate its eligibility for aid, and it requires the family to complete a Parents' Confidential Statement of its financial situation.



Admissions Chamber Music

As in regular admissions, chamber music candidates may obtain application forms from the office of the Andover Summer Session.

A completed application to the Chamber Music Program includes an autobiographical statement, a school transcript, a recommendation from someone who knows the student's musical experience and potential (Music Teacher Recommendation Form), an audition tape, and a \$5.00 application fee.

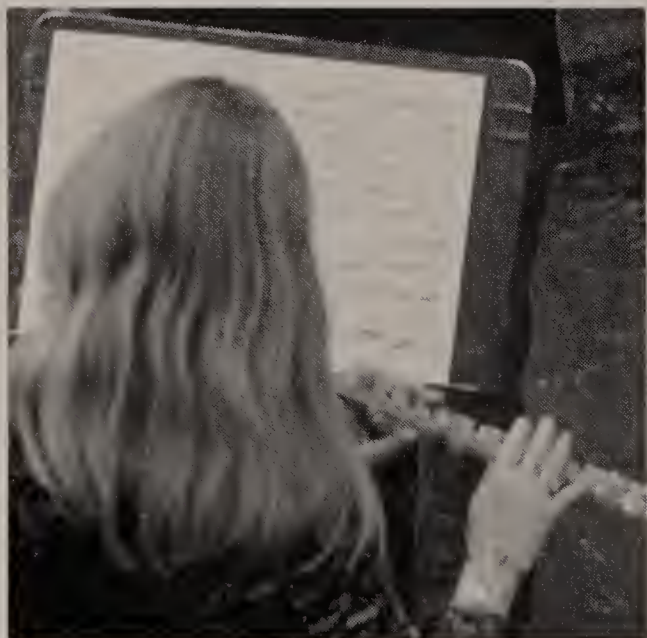
Previous chamber music experience is not a prerequisite and all applicants need not be equally proficient, because the program is designed for participation at many levels of achievement. The most important requirements are an earnest desire to learn and improve and an unstinting willingness to work hard.

Candidates for the Chamber Music Program, like the non-music candidates, must be graduates of the 9th, 10th, 11th, or 12th grades.

Expenses Chamber Music

The tuition, room, and board fee for the Chamber Music Program is \$1500, a charge that is clearly reasonable for a program with a virtual two to one student-faculty ratio. The day student fee is \$1220 for full involvement (tuition, activities, meals, etc.), everything except rooming on campus.

Like all other Summer Session students, music students pay within two weeks of acceptance a non-refundable \$50 deposit, credited to the total fee. The balance is due on opening day unless other arrangements are made in advance with the Director of Admissions. All checks should be made payable to the Trustees of Phillips Academy. Ordinarily no refund is made to a student who is dismissed, although there may be an exception should a student withdraw voluntarily for compelling reasons.



Drawing Accounts

Students who wish to live as simply as possible should not find expenditures for extras in excess of \$100. A Drawing Account in the Treasurer's Office, set up on opening day or earlier, is the best way for students to handle their money.

**Course Load
Majors and Minors**

The Summer Session program is 18 hours of class meetings a week, filled by either a 12 hour major course and a 6 hour minor or an 18 hour major. Since, in general, one hour of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program.

Choosing Your Courses

Students should select their courses with great care, noting any pre-requisites. Mrs. McKee, the Director of Admissions, is happy to advise applicants, who should list in order of preference the alternate courses that they are prepared to take if their first-choice courses are already full. The Summer Session reserves the right to withdraw any course that fails to attract a sufficiently large enrollment.





Advanced Placement Program

During the summer it has been customary for the faculty of the Andover Summer Session to offer certain courses which provide a strong background for students who intend, at some later date, to elect one or more Advanced Placement Examinations. This coming summer, such courses are offered in the following fields: Calculus, Chemistry, Biology, French and Spanish.

Academic Credit

Students seeking academic credit for summer study should make arrangements in advance with their own schools or colleges. Since many Summer Session courses do not cover the material in standard curricula students must make sure that the course they choose is acceptable for credit; and if a grade is required, they must indicate so on their application forms. Upon request, the Summer Session gladly forwards grades and a copy of the teacher's final comments. Students not seeking credit are evaluated on a pass-fail basis or, if they wish, by a grade. All parents are sent written comments.



The Calendar Wednesday, June 23

Registration, 9:30 – 3:00
Lunch, 12:30 – 1:00
Meeting for students and
parents, 4:00
Tea for students, parents, and
Faculty, 4:30 – 5:30

Thursday, June 24

Classes begin

Wednesday, August 4

Departure. Students leave on
Wednesday after 9:00 a.m. Bus
transportation to the Boston
airport is available.





Dormitory Life For many students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover summer. For that reason, in particular, requests for friends as roommates cannot be honored.

Faculty members in charge of dormitories are called Housecounselors and are directly responsible for the fifteen to twenty students in their care. They know the background and the standing of their students, act as their counselor, and write reports on their progress at the end of the session. Parents should feel free to write the student's Housecounselor and to report any facts that may affect the student's work or behavior.

Dormitory rooms are equipped with furniture and bed linen. Students furnish their own towels, blanket, desk lamp, and fan.

Individual Responsibility and Discipline The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs, and to take responsibility for their own actions whether or not they are covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not smoke, gamble, possess or use alcohol or drugs, or drive or ride in a private car without permission.

Students who show themselves unwilling to conform to the rules or the spirit of the Summer Session, who neglect their work, or who are believed to jeopardize the welfare of others will be dismissed.



The Daily Schedule

7:20	Breakfast
8:00 – 10:00	Major Course Classes
10:00 – 10:30	School Meeting
10:40 – 11:40	Minor Course Classes
11:50 – 12:50	Minor Course Classes
12:20 – 1:15	Lunch
1:35 – 2:55	College Rap Sessions
3:05 – 5:05	Afternoon Activities
5:35 – 6:30	Dinner
8:15	Evening Study Begins
10:15	Students in own Dorm
11:15	Students in own Room

School Meeting Time

The daily school meeting from 10:00 to 10:30 a.m. is intended to be a morning break for students and faculty alike and is usually spent in informal talk over coffee, milk, and cookies, although now and then it is also the occasion for school announcements or entertainment.

Homework

There are many short periods in the daily schedule when students can study, but the bulk of their homework is customarily accomplished in the evenings after 8:15. Whether studying in their dormitories, the library, the Photo or Language Laboratory, the Art Studio, or whatever, students are required to keep these evening hours quiet and in every way conducive to study.

Afternoon Activities

The Summer Session has a strong instructional and recreational athletic program. Such sports as tennis, swimming, archery, soccer, softball, volleyball, badminton, weight training, ballet, and modern dance are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Of particular interest are a number of activities not normally available in secondary schools. Some of the most popular are cycling, mountain climbing, fencing, karate, and water polo.

Four afternoons a week each student is required to take part in one of the afternoon activities. Most activities are divided into three-week periods, so there is an opportunity to choose a different activity for the last three weeks.

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Encounter In recent years the Summer Session has developed a unique outdoor education program. In 1976 it is again available as a special afternoon activity, directed by Phillips Academy faculty who work with similar programs throughout the year. In general Encounter is a series of physical and psychological challenges, such as compass-bearing hiking, rock climbing, rappelling, canoeing, and obstacle course maneuvers — in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Past popularity requires that Encounter be given twice, in three-week segments, to allow the largest possible enrollment.

Trips and Tours

Special trips and tours offer ventures to such things as Red Sox baseball games and trips to the beach on Sundays, trips to visit nearby college campuses on Wednesday afternoons, and trips to Boston and Cambridge theatres for drama, dance, and musicals on Saturday evenings. These special trips are offered at prices that cover the cost of transportation and/or admission.

Sunday beach trips are supported by the Summer Session and cost the students \$1.00 per trip with the school supplying a picnic lunch, but the expense of the other special trips is passed onto the students. Those availing themselves of several such opportunities may well need more than the usual \$100 to cover extra expenditures.

College Counseling

A special feature of the Andover Summer Session is the services of a fulltime College Counselor who not only arranges (with the Trips and Tours Director) for trips to colleges and universities in the nearby New England area but also schedules meetings on the Andover campus with college representatives. The on-campus meetings are called College Rap Sessions and occur four days a week from 1:35 to 2:55 p.m. Students can thus meet, listen to, and question many college representatives in the course of the Summer Session.





Health Supervision and Medical Expenses

The Isham Infirmary-Hospital of Phillips Academy is accredited by the Joint Commission on Accreditation of Hospitals and is fully licensed as a hospital by the Commonwealth of Massachusetts. Graduate nurses are on duty at all times, and a physician is on call. All minor illnesses and injuries are treated at Isham by the hospital staff. Parents are responsible for the cost of out-patient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. A family medical insurance policy will meet most inpatient charges at Isham, and a low-cost voluntary medical insurance plan, which supplements but does not duplicate the family coverage, is offered to all students. Details will be sent after acceptance. Students accepted in the Summer Session are not required to have routine physical examinations if they are in good health. Forms will be provided for a medical questionnaire by parents, for a record of current immunizations, and for parental consent for treatment. If significant health problems or hazards, such as allergies, exist, they **MUST** be reported and accompanied by current evaluation and recommendations by the appropriate physicians.



Religion Roman Catholic and Protestant churches of many denominations, located near the school, welcome students of the Summer Session for Sunday worship. Jewish students and teachers conduct services on Friday evenings.

Weekend Excuses With written permission from their parents and from the school, students may (except on the first weekend) be away from school on Saturday or Wednesday afternoon or on Sunday, or they may make an overnight weekend visit to their own home or to a friend's. Overnight excuses expire at 8:00 p.m. Sunday; day excuses at 8:00 p.m. on the day of the excuse.

Dress Dress is informal, but students are expected to be clean and neat. Boys and girls wear pretty much what they please; and although coats, ties, and dresses continue to appear on occasion, neither they nor any other dress code is prescribed in the Summer Session.

The Work Program Students make their own beds and keep their rooms in order. They also have a work assignment, taking a turn at work in the dining hall or some other task.

Description of Courses



↓ **Archaeology and Anthropology**
12 Hours

This course is designed to provide the student with the basic techniques of archaeology and an understanding of culture theory. Field work (students participate in the excavation of the site) in archaeology is combined with readings and classroom discussions in cultural anthropology. The archaeological data derived from the prehistoric New England site confronts the student with problems concerning technological development, diffusion, spatial-temporal relationships, and cultural change. The classroom experience, by stressing the organization of societies and the concept of the "ethnographic analogy," gives the student the fundamental knowledge to interpret archaeological material. The synthesis of the two experiences provides the student with an understanding of how the inter-relationship of archaeological data and cultural theory helps the anthropologist to develop a clearer picture of prehistoric cultures.

↓ **Literature and History**
12 Hours

This course is designed to give the student a thorough knowledge of how literature fits into a time, a place, and a history. The body of literature studied is about the South and written almost entirely by southerners.

At first glance such a regional setting may appear somewhat narrow in focus. On the contrary, however, these authors, Twain, Faulkner, Warren, etc., are major American writers who have considerably shaped our literature in this century. The course therefore isn't in any true sense narrow; instead it contributes substantially to the students' understanding of American literature on the whole.

This approach also makes it possible for the student to experience many views and perceptions of the same complex place and to generalize his findings, say, as in an effort to define "the mind of the South." There are opportunities, too, to examine one's own notions about that land and people one writer once called "the Sub-Potomac wilderness."

Reading is chosen from the following list of writers and others: Woodward, *The Burden of Southern History*; Warren, *The Legacy of the Civil War*; Twain, *Huck Finn*, *Puddin'head Wilson*; Faulkner, *Light in August*, *Absalom, Absalom!*; O'Connor, *A Good Man is Hard to Find*; Percy, *The Moviegoer*; Morris, *North Towards Home*.

✓ **Medicine and Law:
The Concerned Professions**
18 Hours

Changing mores, technical advances, and compelling social issues pose a critical range of dilemmas in the fields of Medicine and Law. No longer are these fields separate, unrelated practices. Overpopulation and the implications of applied genetics, electric-shock therapy, the Supreme Court's stand on abortion, and the recent surge of medical "malpractice" suits all present problems which encompass legal and medical expertise working together before a solution is near.

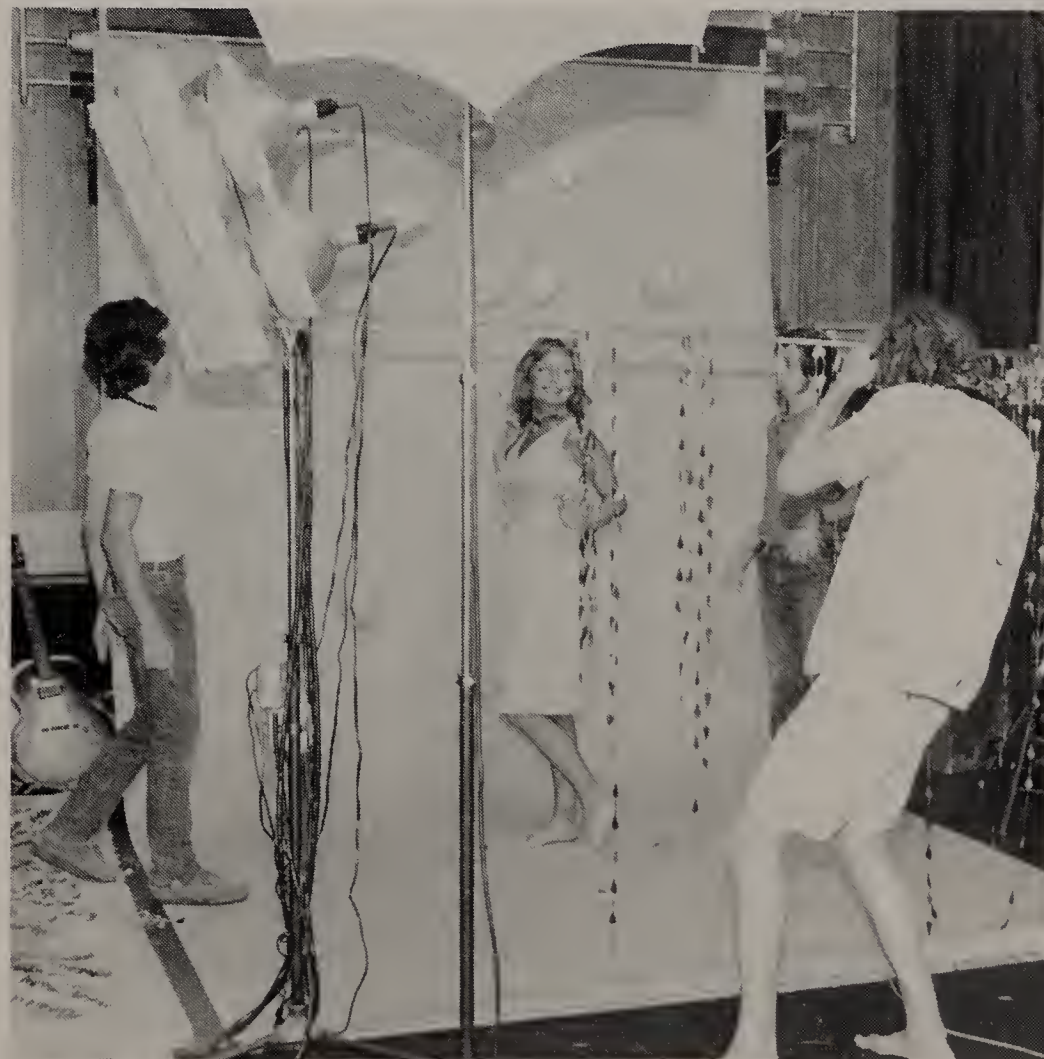
Ethical and moral controversies and the interplay of politics have also put Medicine and Law in the limelight. Who determines whether or not to prolong life; who allocates medical care and decides the disease that warrants the highest proportion of available funds? Dramatic forms of scarce Life-Saving Medical Resources compel someone to determine who shall live when all cannot live. What are the results of man's increasing ability to control human behavior by psychosurgery and electrical stimulation of the brain? Should legislation be passed to control this field? Is individual freedom threatened? Is it justified to alter radically the nature of the individual?

Instructors in both professions demonstrate the many opportunities that each field offers.



✓ **Advanced Photography**
12 Hours

An advanced course in experimental darkroom techniques and in studio lighting for students already familiar with their cameras and the darkroom. Special features include the use of large format (2¼ and 4 x 5) cameras supplied by the school and field trips to coastal locations. Expendables cost about \$25.



Doug Bensley

Art and Film



Masters of the American Film

12 Hours

The course deals with the work of five major American directors: D.W. Griffith, John Ford, Howard Hawks, Vincente Minelli, and Orson Welles. Students are asked to study the films intensively in repeated screenings — and to read critical essays and written statements by the filmmakers. They are also asked to write analytical essays of their own and to demonstrate some understanding of the visual structure of film through short videotape exercises.

The films studied include: *Broken Blossoms*, *Orphans of the Storm*, *Four Sons*, *Young Mr. Lincoln*, *The Man Who Shot Liberty Valance*, *Sgt. York*, *The Big Sleep*, *Two Weeks in Another Town*, *Citizen Kane*, and *Touch of Evil*.

Studio Art

12 Hours

This course offers a unique opportunity to broaden and develop one's perception and communicative skills. Emphasis is on a fresh look at the environment and techniques for responding to it. The teachers, practicing artists themselves, give specific instruction in a wide variety of methods of printmaking, painting, and sculpture. Preparation involves evening work in the studio, life drawing, films, readings, and trips to museums and galleries.



**Acting and
Directing Workshop**
12 Hours

Building upon acting exercises, theatre games, improvisation, and a careful consideration of character analysis and scene study, the class moves toward public presentation of scenes and/or plays from classical and modern sources. While the emphasis is on acting, the class also studies directing methods; interested class members then direct manageable scenes under the guidance of the instructor. The question for actor and director is: How does theatre achieve a sense of reality on stage?

Texts include such works as Uta Hagen's *Respect for Acting*, Cole and Chinoy's *Directors on Directing*, or Peter Brook's *The Empty Space*; working scripts might be chosen from the plays of Miller, Wilder, Shakespeare, Simon, O'Neill — the choice will depend largely upon student interest.

Review

English

Basic Skills in English

12 Hours

Competence in Reading and Writing

12 Hours

Creative Writing Workshop

12 Hours

Developmental Reading

12 Hours

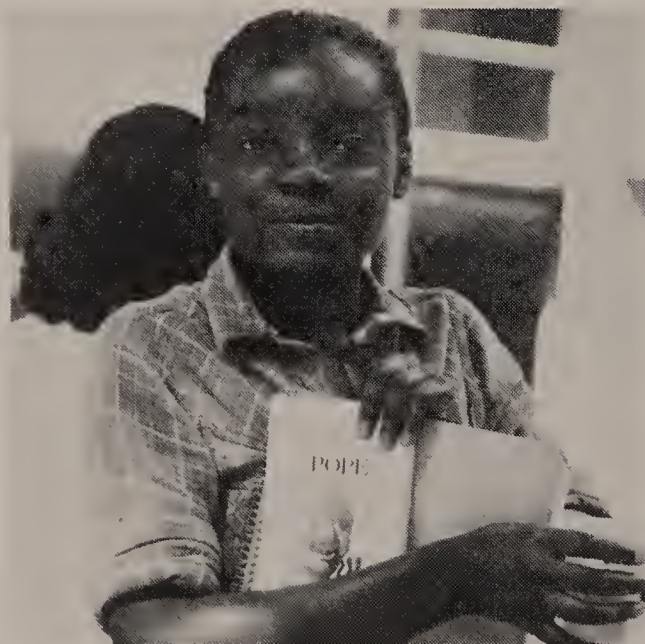
This course is for the student who has trouble in literal statement, both written and oral. It features regular drills in fundamental English sentence patterns for the purpose of helping students reach an acceptable level of clarity and correctness.

Taught at a higher level than Basic Skills in English, this course is designed to help students achieve a thorough mastery of essential skills. Topics studied include recognition and use of the basic elements of a sentence, sentence patterns, punctuation, paragraph development and coherence, and the composition of a unified exposition. The course encourages the acquisition of important reading skills in conjunction with the study of writing. Passages that have been composed by skillful writers are evaluated for their particular strengths: organization, logic, point of view, tone, diction, transitional devices. Overall the emphasis is on a student's grasping first the literal level of a text, then seeking the more sophisticated levels.

A course aimed at developing a student's ability to write poetry and narrative prose (the short story and allied forms). Although the exact direction of the course depends to some extent on the inclinations of those enrolled, students read widely in modern and contemporary literature; engage in the most active sort of group criticism; and experiment with both traditional and avant-garde forms of writing.

The course is designed for students who would like to increase their reading skills. Students with specific reading disabilities should not consider this course. Time is spent each day on drills and exercises which are expected to improve gradually the students' reading speed and their speed of comprehension. Suggestions are given in class and by individual conference for improving reading techniques to suit the material students may be faced with in high school and college.

Reading for the summer is chosen by the student with the advice of the instructor from novels, biography, and history.



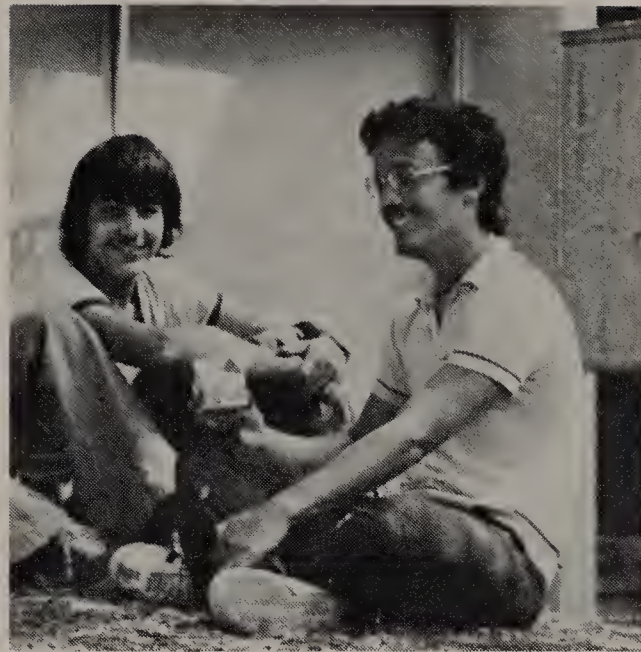
Mozelle Watson,

28

*Russell
Smith
S. Claus
St. Pierre
Hess
Hill
Belligie*

*Michael Lopez
Shane Rinken?*

Krumpholtz



English as a
Second Language
18 Hours

For foreign students attending or planning to attend school in the United States, the Summer Session offers a unique program in English as a Second Language. In addition to formal instruction in English, the program provides each participant with an American roommate/tutor for constant practice in ordinary patterns of speech. The ESL program aims not only to improve students' command of the English language but also to give them practical experience with American social life and customs.

The Enjoyment and Control
of Language
12 Hours

Everyone wants the pleasure of understanding language more accurately, expressing thoughts more clearly, and even of seeing improvement demonstrated by higher verbal scores!

Through reading, discussion, and writing, this course explores concepts of physiological stimulus and response, linguistic families, structure, etymology, semantics, symbolism, myth, reality, emotion, and consciousness. Selections from the work of Bloomfield, Chomsky, Korzybski, Piaget, Skinner, Sturtevant, and Wittgenstein help guide the investigation of the form and functions of language.

Specific exercises apply new insights to selection of vocabulary and images, organization of ideas, analysis of logic, and the increase of linguistic sensitivity.

Peikin
Hein
(Crouley!)

Love

**Modern European and
American Fiction**

12 Hours

The exploration of the self and of the external world have been a major concern of modern fiction. How much can we know about our own desires and motives? Can we ever fully know other people? What is our relationship to the external world? How reliable and complete are our perceptions of it? This course emphasizes the close reading of a number of works which explore these and related questions.

Several short papers concentrate on critical insight and interpretive skills. Through creative exercises, students relate their own experiences to the themes and concerns of these works. Readings are supplemented by films and poetry as they apply.

A tentative list of works: Albert Camus, *The Plague*; Ralph Ellison, *Invisible Man*; William Faulkner, *The Bear*; F. Scott Fitzgerald, *The Great Gatsby*; James Joyce, *Dubliners*; Nikos Kazantzakis, *Zorba the Greek*; Pär Lagerkvist, *The Dwarf*; Bernard Malamud, *The Fixer*; Vladimir Nabokov, *Lolita*; William Styron, *The Long March*; Robert Penn Warren, *All the King's Men*.

Perception and Expression

12 Hours

Designed for students who have completed the 9th or 10th grade, this course seeks answers to these questions: "What do I perceive?" "What filters affect my perception?" "How have others perceived?" "How have others expressed themselves on similar topics?"

Although primarily a course in reading and writing, exercises in photography, videotaping, and the making of slide-tapes offer new ways of approaching poetry, plays, fiction, and autobiography. In a typical assignment a class selects significant passages from Golding's *Lord of the Flies* and constructs a slidetape which conveys through original script, slides, and soundtrack the thrust of Golding's novel.

Representative works include films ("Parable"); collections of poems ("Some Haystacks Don't Even Have Any Needles"); autobiography (*A Walker in the City*); short fiction and plays; and collections of photographs ("The Family of Man," "Stop, Look, and Write!"). Frequent writing assignments include the keeping of a journal, practice in converting works from one genre to another, exercises in analysis, and other forms of creative writing.



Reporting:

From Journal to Journalism

12 Hours

Traces the history of investigative reporting through stories, journals, essays, and histories from the Persian Wars to Modern Times. The course adopts the format of a humanistic survey to reveal a history of investigative reporting, including a reading list of Thucydides, Homer, Pepys, Boswell, and Addison, and continuing through such reporters as Dos Passos, Horace Greeley, Shelby Foote, and Bernstein and Woodward.

Writing projects in connection with each style of reporting are an integral part of the course in learning how to report.

Thoreau “. . . he hears a different drummer.”

12 Hours

Here is a philosopher from New England's literary past whose observations from a bygone century speak directly to this questing generation with wit, humor and irreverence in terms that we can grasp and make our own. Thoreau spent his life seeking a true and simple code of values. He was a man who dared to be different — essentially a loner who recorded in lucid, sparkling prose what he saw in nature and his fellow man. He makes us chuckle and exclaim with delight with his puckish talent for tearing away the sham of tradition and facade that society holds dear. His way of life is spare yet rich in true involvement with the countryside that he explored and described vividly. The forerunner of today's non-conformists, pacifists, ecologists, amateur naturalists, his appeal is to the growing army of people who yearn for a simple life. The course offers a chance to examine Thoreau's works — *A Week on the Concord and Merrimac Rivers*, *Cape Cod*, *The Maine Woods* and *Walden* and the essay, “Civil Disobedience.” Students make overnight and day excursions to revisit by car, canoe, and on foot the New England scenes that he described.



**The American Economy:
Theory and Practice**
12 Hours

Levent
Tom Loupes

This course provides a broad survey of the economy of America, treating both current and historical patterns. Readings begin with the early American attempt to combine classical economic theory and the vagaries of the marketplace. Emphasis then shifts to a study of the rise of industrial America at the turn of the century. Finally, the course turns to its central concern: the current interplay between prime facets of the American technical-industrial state: capital, money, credit, banking, corporations, unions, the securities market, manufacturing, and the role of the Federal Government. Anyone who is intrigued and perplexed by what makes a modern industrial society "tick" will find much to study and much to ponder.



↓ **Colonial History
and the American Revolution**
12 Hours

Early American history at its most interesting and compelling level, namely, the rich detailed colonial setting of the Revolutionary War and the background, unfolding, and achievements of that great conflict, including the social and ideological aspects as well as the political and military events.

Reading, written work, and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plymouth Colony (a restored replica of the original colony), Old Sturbridge Village (with a representation of every aspect of late colonial village life), and the Saugus Iron Works (a restored colonial foundry). There are also trips to Boston to walk the Freedom Trail to see the site of the Boston Massacre, the Old North Church, Paul Revere's house, etc., and even to the spot of "the shot heard round the world."

Some representative readings: Hofstadter *America at 1750*; Wallace *Appeal to Arms*; and Miller *Sam Adams, Pioneer in Propaganda*.

↓ **Greek & Roman Civilization**
12 Hours

~~The course deals with Greek and Roman History from the Minoan Period to the Coronation of Charlemagne in 800 AD. Emphasis is placed on the foundation of modern political and cultural institutions in the Ancient World. The reading is not only from modern interpretations of the period but as much as possible from ancient sources in English translation. Among these are selections from Herodotus, Plutarch, Thucydides, Livy, Suetonius, Tacitus and others.~~

History and Political Affairs

34

The Rise and Fall of the American Presidency, 1940-1974 12 Hours

The course studies the extraordinary expansions of presidential power in law and practice since the 1930's. The American presidency has been the focal point of the United States government in times when vigorous government action has been called for. The Great Depression, World War II, the Cold War, the Civil Rights Revolution, the War on Poverty, and the Vietnam War — all called for the increased powers for the executive. And Presidents Roosevelt, Truman, Kennedy, Johnson, and Nixon seized the opportunities to expand presidential power. But in the Nixon administration, the nation saw executive usurpation of illegal powers, a subversion of the Constitution, and a threat of presidential tyranny. The climax was the “imperial presidency” and impeachment. The course consists of class discussions and several short analytical papers. The readings are drawn from: Clinton Rossiter, *The American Presidency*; Richard Neustadt, *Presidential Power*; Arthur M. Schlesinger, Jr., *The Imperial Presidency*; George Reidy, *The Twilight of the Presidency*; Theodore White, *The Making of the President, 1972*; Carl Bernstein and Robert Woodward, *All the President's Men*; Raoul Berger, *Impeachment*; and transcripts from the “Watergate caper,” 1972-74.

Modern European History 12 Hours

This course is a study of the history and character of Europe from the Enlightenment (1700) to the present day. It is designed to give the student a solid preparation for college and stresses the techniques of critical writing and research as well as the content of its major units: the Enlightenment, the French Revolution, Napoleon and the Concert of Europe, Romanticism, the Industrial Revolution, the Growth of the Nation State, World War I, the Russian Revolution, Inter-War Years, World War II, and Post War Europe to the present day.

Many of a society's concerns form the focus for the study of the chronological units such as the impact of technology, the importance of the economic structure, the effect of urbanization on society's values, the problems of war and violence, the effect of rapid population growth, and the value of art to a society's development.

Any study of man's past is multi-faceted and European history is no exception. A multi-media approach employing a text, literature, art, and film is used to ensure comprehensive coverage of the many elements involved in the study of Europe's past.



Advanced Placement French
18 Hours

An introduction to French literature conducted in French and taught at the fifth year level. This course prepares for the Advanced Placement Examination in French Literature through the close reading of representative texts including: Molière, *L'Ecole des femmes*; Racine, *Britannicus*; Voltaire, *Candide*; ~~Baumarchais~~, *Le Mariage de Figaro*; Balzac, *Le Colonel Chabert*; ~~Stendhal~~, *Le Rouge et le Noir*; Baudelaire, *Les Fleurs du mal*; Mauriac, *Therese Desqueyroux*; ~~Camus~~, *L'Etranger*; Ionesco, *Rhinocéros*; and selected poetry from the works of Hugo, Vigny, Verlaine, Rimbaud, and Apollinaire.

The development of skill in literary analysis, the refinement of a workable written style, and an appreciation for France, its people, and its literature are the ultimate goals of this course.

Advanced Placement Spanish
18 Hours

The course is designed for the able student who has completed three years of high school Spanish, and who may intend to take the Advanced Placement Examination in Spanish literature.

All classes are conducted in Spanish. The approach is, in great part, thematic. Exercises in literary analysis are based on representative works of Galdos, Lorea, Unamuno, and Borges. Other selected authors are introduced to give breadth to the study of poetry and the short story. Each student's progress in the writing of critical essays is given close attention.

Sturges
 French, ~~German~~
~~Italian, Spanish,~~
 Russian ✓

12 Hours

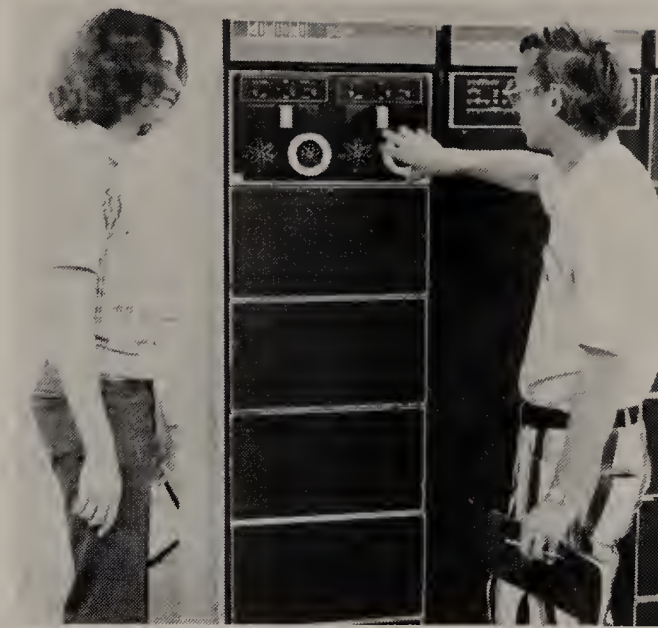
“Comment peut-on être persan?” Montesquieu’s question is rhetorical. Of course, one cannot become French, German, Spanish, Russian, or Italian. But one can perhaps most effectively learn to appreciate a people by learning to communicate in their language. In a shrinking world demanding open channels of communication, knowledge of a foreign language is a key to understanding.

Small classes, conducted entirely in the foreign language, audio-visual and language laboratory facilities, and the unusual opportunity for intensive study form the foundation for the Summer Session foreign language program. Occasional feature length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structures learned in the classroom.

Intensive courses in both beginning and intermediate languages are offered. The beginning courses create a solid foundation; the intermediate courses, after a brief review of the fundamentals, promote competence in speaking, reading, and writing through oral practice, composition, and literature. Students are assigned to appropriate levels for maximum individual progress. In many cases students find that these courses offer the equivalent of a year’s study, thus enabling them to accelerate their language program in their home schools.

Stevens
 ✓
 Greek or Latin
 12 Hours

~~Courses are at all levels — beginning, intermediate, advanced — with attention given to grammar, syntax, reading and Greco-Roman civilization. Students with equivalent preparation and goals form a class that takes into account their needs and future plans. A student whose preparation or goal is quite different from that of other students will be given private instruction as far as the available time of instructors allows. Language laboratory materials make possible very individualized teaching and learning. Students are sectioned after admission to the Summer Session.~~



As a regular part of the Phillips Academy facilities, the Academy's PDP-11 computer is available for use in conjunction with all Summer Session mathematics courses. The Director of the computer facility is available to assist students and faculty in the application of the computer to problems in mathematics and science. This work may be done as a part of a class project as well as on an individual basis.

Calculus
18 Hours

This course covers the standard topics of elementary calculus: derivatives of functions and their applications to graphing, finding extreme values, and relating rates; and integrals and their applications to determining areas, volumes and lengths of curves. Related topics including improper integrals, techniques of integration, numerical approximations, and curves in polar coordinates are also treated.

Prerequisite: two years of algebra, including some use of circular (trigonometric) functions.

This course prepares students to take the Advanced Placement Examination (AB) in Mathematics.

Computer Programming
12 Hours

Open to students who have completed two years of algebra, the course provides a unique opportunity for students to explore the potentialities and limitations of a modern high speed computer. The student learns computer language (BASIC-PLUS), writes his own programs, and tests them on a teletype connected with the Academy's PDP-11 computer, acquiring an understanding of the computer's use in curve fitting, constructing models, sorting numbers, complex calculations and other applications.

morell

Crabtree

38

**Authenticity:
An Inquiry into
Intrapersonal
Understanding**
12 Hours

What gives your life meaning? What values do you hold highest? On what grounds do you make the daily decisions of your life? Day-to-day living passes these questions by, in unreflective, capricious ways. The course conducts an ethical analysis of how we interact with our environment. Our own experience with life is the focus, integrating it in a rigorous and systematic fashion with ideas and methods of various thinkers. Teachers and perspectives include: Camus, Kierkegaard, Buber, Kafka (Existential Ethics); Hess, N.O. Brown and R.D. Laing (Psycho-Theological Ethics); Casteneda and Baba Ram Das (Alternatives). The course develops our intellectual and emotional capacities, enabling us to examine more thoroughly such questions as What is life-long (and not episodic) happiness? What are the ingredients of wisdom? How may they be achieved? Is a drug-induced high authentic? Can meditation be done in a responsible way? How can man live, knowing death is inevitable? What would living authentically mean for you?



L 909
Languages of the Self

12 Hours



This is a course in the psychological assessment of personality. Its purpose is to explore the richness and complexity of the individual by analyzing in depth the lives and personalities of a few subjects.

The course begins with an introduction to the psychological theories of Sigmund Freud and gives special attention to his early case histories, his work with hypnotism, and to his theories of unconscious mental life, of dream interpretation, and of psycho-sexual development. It also examines Freud's own personality as it is revealed in his letters, dreams, and theoretical writings.

The theories of post-Freudian psychologists, who stress the impact of society and the family on the individual, are studied and several autobiographical case histories of contemporary college students are analyzed.

Finally the course considers strategies for eliciting information about personality through interviews and tests in preparation for studying a live subject who visits the class to talk about his or her life.

J **Law and Morality**

12 Hours

7 Lanagan

This course consists of a critical examination of an intricate web of problems concerning the relationship between law and morality. Some of the major questions asked are (1) Does society ever have the right to prohibit legally an individual's private (moral or immoral) behavior?, e.g., private sexual acts or marijuana smoking. (2) Does society have the right to protect legally individuals from harming themselves?, e.g., laws against suicide, use of LSD, or motorcycle riding without a helmet. (3) How much, if any, of "popular" morality should society incorporate into law?, e.g., if a majority in a given society consider homosexuality immoral is that sufficient warrant to make it illegal? (4) Is one ever morally justified in breaking a law? If so, under what circumstances? (5) Should there be laws at all? Readings from Plato, Thomas Hobbes, John Stuart Mill, Lord Patrick Devlin, O.W. Holmes, H.L.A. Hart, Abe Fortas, M.L. King, Jr.



Social Psychology
12 Hours

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Dreams. Hypnosis. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership.

What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to line one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a good, hard look at all of these subjects to determine why people interact the way they do. Last year's class had a tea party with patients at a mental hospital, and spoke privately with behavioral psychologist Dr. B. F. Skinner at Harvard. This year, similar experiences are possible. Readings include *Autobiography of a Schizophrenic Girl*, *The Interpretation of Dreams and Nightmares*, *Walden II*, a Social Psychology textbook and several current articles. The class is designed for those who have never had a course in psychology before.

The Meaning of Life
12 Hours

Every society has its own way of understanding the meaning of life. This course explores the powerful explanations of the world's great redeemers: the Buddha, Moses, Mohammed, Jesus, and Confucius. The course also examines who these extraordinary teachers were and how they influenced their societies.

Barnes (?)
Jack Marks
Milton Corbbs

Handwritten signature

Advanced Biology
18 Hours

Science

For able students who have completed one year of biology. A review at the Advanced Placement level of some major topics of biology, with special emphasis on the following: cell structure of plants and animals as revealed by the electron microscope; cellular respiration and photosynthesis; hemostatic regulation in animals and plants; the structure and function of neurons and muscles; the genetic code and its translation; and population genetics and natural selection. Six hours a week are spent in varied laboratory work that supplements the class discussions and trains students in the use of the stereoscopic and compound microscopes.

41

Advanced Experimental
Chemistry
18 Hours

This course is designed for able students who have completed a year of high school chemistry. It offers the opportunity to do extensive laboratory work with unusually fine equipment, including an infrared spectrophotometer and analytical balances.

The course of study emphasizes chemical principles taught through first-hand experience with laboratory problems. Students spend roughly ten hours per week in class lecture or problem sessions and roughly fifteen hours per week in the laboratory. For the most part, the work is typical of a first year college course or a second year high school course at the honors or Advanced Placement level. No calculus is necessary, but students must understand second year algebra. Students are encouraged to bring a good slide rule. A pocket calculator, though not necessary, saves a great deal of time.

The actual experiments are selected to familiarize the student with a wide variety of chemical techniques.

Animal Behavior
12 Hours

This course is open to all students who have a strong interest in natural history and the study of animals in the wild. Numerous field trips are taken for the purpose of animal observations (primarily birds) to the Parker River National Wildlife Refuge, Great Meadows National Wildlife Refuge, and the Cochran Sanctuary located on the Academy campus. Other animals, such as chickens, several species of tropical fish, houseflies, fruitflies, meal worms, mice, and lizards, are studied in the laboratory. Field notebooks are kept by students, who are expected to be careful and patient observers. Some of the topics studied in class through lectures, films, and seminars are territoriality, courtship, mating, parental care, migration, environmental influence, and the evolution of behavior. Readings include reprints from *Scientific American*, *Natural History*, *Audubon*, and *Science*; and the following books, *Principles of Animal Behavior* (Tavolga), *On Aggression* (Lorenz), *The Territorial Imperative* (Ardrey), and *In the Shadow of Man* (Goodall).

Santon

**Astronomy:
The Universe from
the Ground Up . . .**
12 Hours



**Chemistry for the
Biological Sciences**
12 Hours

Some of the most fascinating and bizarre discoveries in recent years have occurred in the field of astronomy. Never before has man been so close to finding out so much about the universe around him. Even now as man's space craft are racing toward Jupiter and Saturn, his theories are reaching out beyond the solar system to explain such phenomena as quasars, pulsars, and black holes. This course encompasses not only the basics of astronomy, but also treats topics on the very frontiers of research. From relativity to life in other solar systems and from space warp to the "Big Bang" theory, the course familiarizes students with the exciting discoveries of the 1970's. Class work is supplemented with slides, films, trips, and video tape presentations.

About one third of the scheduled time is spent using Phillips Academy's excellent observatory. Even students with no previous background in observing learn to identify constellations, name craters on the Moon, and find scores of deep sky objects. No special requirements are necessary for this course except a real desire to explore the universe from the ground up . . .

Benson

This course is specifically designed for able students who have had no previous instruction in chemistry or biology at the high school level but who anticipate enrolling in biology in the near future. Students spend two-thirds of their time in laboratory work and one-third of their time in class-work. The curriculum is almost entirely elementary organic chemistry, with some basic inorganic chemistry included. The purpose of the course is to teach the fundamentals of chemistry that have a specific bearing on understanding problems or concepts in biology or medicine.

Intensive Beginning Chemistry
18 Hours

Thorne

The course is designed for students with high motivation and ability, and two years of high school mathematics is a prerequisite. The modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in class.

Science

Oceanography and Marine Biology 12 Hours

The only unexplored frontier left on our planet is the sea. What are some of the things we know at present about its animal life? The ecology, natural history, and evolutionary relationship of the key species from jellyfish to sharks and whales are discussed. Frequent field trips to rocky shores, beaches, salt marshes, and the Boston Aquarium supplement the in-class work. Ecological considerations such as oceanic pollution, endangered species, and future food sources for man are an important part of the course.

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Introductory Physics 12 Hours

This course seeks to develop an integrated introduction to the basic principles of physics, through the presentation of a specific problem — the physicist's concept of the atomic world. Newtonian mechanics, the conservation laws, electrodynamics, and light propagation are introduced and developed in the context of atomic and nuclear phenomena. The course is designed to be suitable for both the student who intends to specialize in science and the student who merely wishes to have a brief introduction to the physicist's modern view of the natural world.

Cone
upgar
Mainstream of Physics
by Beiser

*Course covers most
of the book.*



Minor Courses



Art Minor

Art History

6 Hours

A survey of art history with emphasis on contemporary work; periods of the past are discussed as the roots of today's directions. Meeting in the audio-visual center, the slidetape is used both to present concepts in class and as a device through which students may present to the class their own research on an artist or style.

Art Studio

6 Hours

The course is designed to develop the visual perception of all students by providing a flexible program of studio experience in two- and three-dimensional design in conjunction with readings, presentations, films, and full use of the Addison Gallery, the Library, and the Arts and Communications Center. No previous experience in art is necessary.

Calligraphy:

The Art of Lettering with the Broad Pen

6 Hours

This is a course in writing practiced as an art. The student need not possess unusual penmanship in order to learn and enjoy calligraphic writing. The course begins with the study and mastery of Italic and progresses through the historical development of the alphabet in Foundationals, Uncials, Lombardic Versals, and Black Letter. As skills increase students learn to put their own interpretation into their work in such projects as hand-sewn books, matted quotations, posters, etc., working with layout and using colors and combinations of alphabets to achieve the beauty and elegance of calligraphy.

Ceramics

6 Hours

This is a course in which functional and non-functional forms of art are pursued with an emphasis on creativity (artistic endeavor) in both hand-building and wheel throwing. The equipment is extensive, 13 wheels and kilns for many types of firing. Available, too, are chemicals and equipment for making one's own glazes. There is a \$10 materials fee.

Performing Arts Tutorial

6 Hours

This course is for students interested in the performing arts (drama, dance, music, etc.) who like to learn by doing: study theatre and direct a one-act play or prepare a dramatic reading; study opera and construct a set design; study a composer and perform some of his works. Each student is assisted in selecting a particular field in the performing arts and in the preparation of a final project for presentation. Final projects may be performed before an audience in the Saturday evening student coffee house.

Photography

6 Hours

A course in technique for students who own cameras and wish to learn exposure, development, and enlarging, as well as more complex dark-room controls. Principles of visual design and their applications in painting and photography are illustrated in slide tapes and in films. Expendables should cost from \$10-\$15.



2 sec.
Quaker
Winton

Contemporary Literature
6 Hours

In addition to reading novels, plays, and poems of the fifties and sixties, the course considers the relationship between contemporary literature and the society that produces it. Readings are chosen from such writers as John Barth, Saul Bellow, Edward Albee, James Baldwin, Donald Barthelme, John Updike, Robert Lowell, Samuel Beckett, Eugene Ionesco, Kurt Vonnegut, and Flannery O'Connor.

Handwritten notes

Etymology and Semantics
6 Hours

Analysis of the component elements of words provides a fascinating and effective means of increasing and diversifying vocabulary, perceiving nuances of meaning, and stimulating imaginative communication of experience. In this course students systematically identify the most productive Indo-European roots, examine the evolution of semantics, interpret and criticize examples of innovative expression, and use their new understanding in creative writing related to their own interests and purpose.

Handwritten notes

Poetry Workshop
6 Hours

Robert Frost once wrote, "A poem begins in delight and ends in wisdom." Too many hours of dreary analysis have taken their toll on many students, have made the reading and writing of poetry a chore rather than a pleasure. Under the guidance of a practicing poet, students in this course refine their ability to make words, lines, rhymes, stanzas, rhythms, images, and feelings come together in poems of their own, poems which begin "in delight" and end "in wisdom."

✓ Shakespeare

6 Hours

An opportunity to gain a unified view of Shakespeare as dramatist and to place him, to some extent, in the context of his time. Students choose any five of the following plays: *Richard II*, *Henry IV Parts I and II*, *Hamlet*, *King Lear*, *Anthony and Cleopatra*, *Twelfth Night*, and *The Tempest*; plus Marlowe's *Faustus* and Jonson's *Volpone* and selected short readings in history and criticism. Students write four short papers during the course.

47



Writing Program:

Basic Exposition
6 Hours

Students learn how to explain themselves on paper with the greatest possible correctness, clarity, and logic.

Journal Writing
6 Hours

This course has two underlying principles: (1) Only writing on a daily basis can make writing a habit; and (2) It is easier to write about something you care about than to write on assigned topics. The participants in this course are urged to experiment with a variety of writing techniques: word play, changing point of view, description, dialogue, poetry, monologue, and satire. There is an opportunity for frequent teacher-student conferences concerning individual writing problems.

Newspaper Writing
6 Hours

Discussion of some professional models is coordinated with students' work in all types of newspaper writing, such as reporting, feature writing, and editorial writing. Practicing layout techniques, headline writing, and business management is optional. The end of the course is devoted to the study of journalistic ethics, reporters' rights, and the role of a newspaper in a given community. Students publish the Summer Session newspaper.

Writing from Observation
6 Hours

~~The course is based upon sensory experiences — seeing, hearing, and touching things. Its premise is simple: most of us do not really look at, listen to, or feel deeply the components of our daily environments. Emphasis is on careful construction of sentences and phrases, not on the essay or the paragraph.~~

2 sec
Chas. Smith
2 sec
Claudia
Cameron

?



→ **Feminism:
Its History and Issues**
6 Hours

Marshall

~~Women have been seeking equal rights in the United States from as early as 1776 when Abigail Adams wrote her husband, John Adams, at the Second Continental Congress and instructed him to "Remember the Ladies" when establishing our new government. This course explores the continuing struggle women have had in trying to become equal citizens.~~

→ **Human Evolution**
6 Hours

Thurstonson

This course begins with the most likely antecedents of man and traces hominid evolution. The topics covered will include primatology, evolutionary concepts, fossil finds, population genetics, race, anthropometry, and human development.

Readings are from Darwin, Korn and Thompson, Coon, Pfeiffer, and archaeology and physical anthropology journals.

→ **Short History of Latin America**
6 Hours

Carroll

~~What did the Spaniards find there? What did they do there? Why were they forced to leave? Where is Latin America going today and tomorrow? This course is an analysis of Latin American developments from European and Indian origins, emphasizing the formation of a colonial society and culture in the sixteenth and seventeenth centuries, expansion and crisis in the eighteenth century, anti-colonial upheaval in the nineteenth century, and the growth of liberalism, capitalism, nationalism, and revolutionary movements up to the present time.~~

50

International Relations

6 Hours

Is nuclear war an acceptable instrument of international diplomacy? Can parts of the nation be sacrificed to save the rest? Should the U.S. support revolutions abroad? How important should public opinion be in the formation of foreign policy? Can the United Nations be an effective force for world peace?

These and other questions will be discussed in the study of the methods used by nations to achieve their objectives in international affairs. The course concentrates on the following techniques: diplomacy, war, law, propaganda, intelligence, government, alliances, and treaties. Library research and class notes provide the core of information on the different concepts and approaches. Part of each class is given over to the discussion of current developments in world politics.

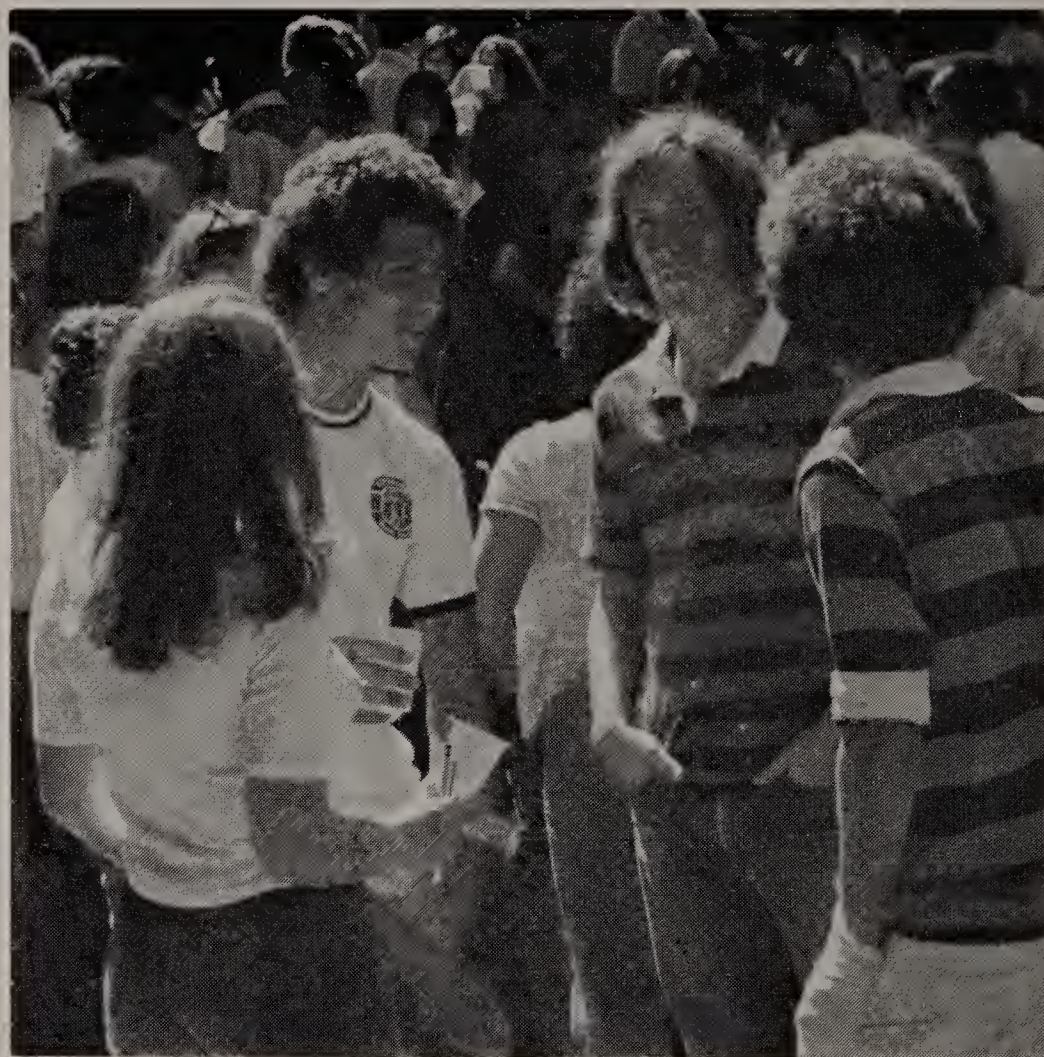
During the last week-and-a-half students have the opportunity to put their knowledge to work in a complex simulation exercise designed to use the different methods learned in connection with the foreign affairs of a mythical nation.





- ✓ **Conversational German**
 6 Hours For students who have completed at least one year's study of the language. The course is limited to those students who prove themselves capable of the work by an audio-oral examination at the first class meeting. All classes are conducted in German.
- ✓ **Conversational Russian**
 6 Hours Introduction to Russian through simple conversation, with daily practice in the language laboratory, for students with no prior training in Russian.
- ✓ **Conversational Spanish**
 6 Hours A course designed especially for students who have studied Spanish for one or two years. Directed conversational exercises enable students to progress according to their own needs, be they building a broad vocabulary, increasing fluency, improving pronunciation, or sharpening audio-discrimination. Since accurate usage is one of the most important goals of the course, the conversational projects are supplemented by appropriate study of the structure of the language. Beyond the textbook, a variety of audio-visual materials are used to stimulate conversation, including filmstrips, slides, newspaper and magazine articles, and recorded radio broadcasts.

Conch



Intensive French
IN
**Conversation and
Phonetics**
6 Hours

~~Open only to students who have completed at least two years of French, this course places special emphasis on specific aspects of spoken French. Intended for students who understand French rather well but need to gain confidence and efficiency in speaking, the course is conducted entirely in French. Dialogues, speeches, debates, interviews, and role-playing are reinforced by a study of topical vocabulary, idiomatic expression, and applied phonetics.~~

Selected Readings
Stunges
in French
6 Hours

Reading comprehension skills are developed through a study of texts such as the following: Simenon, *Le Chien Jaune*; Saint-Exupery, *Le Petite Prince*; Pagnol, *Topaze*; Vercours, *Le Silence de la Mer*; Goscinnny, Uderzo, *Asterix et Obelix: Le Tour de Gaule*; Gide, *Symphonie Pastorale*; Sartre, *Les Jeux sont faits*.

Open only to those students who have completed at least two years of French.

Drake TSP Math

Algebra Review
6 hours

The course is for students who have completed one year of algebra and one year of geometry and who wish to review their algebra before going on to courses in higher mathematics. It begins with a review of elementary algebra; drills on factoring, fractions, radicals and exponents; and ends with graphing and elementary functions.

Computer
6 Hours

The course is designed for students interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (BASIC) and by means of a mathematics-oriented approach, write programs and test them on the Academy's PDP-11 computer. One year of algebra serves as adequate background for undertaking a variety of applications to secondary school mathematics.

Intermediate Algebra
6 Hours

The course is for students who have completed one year of algebra successfully and have sufficient competence to move immediately into more advanced material. Candidates should know how to add, subtract, multiply, and divide polynomials and how to handle factoring, fractional equations, etc. In short, in order to enter Intermediate Algebra students must have a mastery of all elementary topics up to the quadratic formula.

Problems, Brain Twisters, and Puzzles
6 Hours

The course investigates a wide variety of mathematical problems. The problems, whose statement may range from one short sentence to a long paragraph, are selected from sources such as prize contests and collections of mathematical problems and puzzles. Both the technique of how to begin to solve a problem and the skills needed in the actual solution are stressed.





➤ **Ethnomusicology**
6 Hours

~~This is a study of music through other world cultures, i.e., of the non-Western musical traditions, including folk, tribal, ceremonial, etc. Cultures that will be explored are African, Middle Eastern, Balkan, and Oriental.~~

➤ **Chorus**
6 Hours

The Summer Session's Chorus is made up of the combined voices of students who take this course and all the students of the Chamber Music Program. The Chorus meets every class day and on occasion performs with orchestral accompaniment. No previous experience is necessary, just a desire to work hard and enjoy an intensive choral experience.

✓ **Instrument Making
and American Folk Music**
6 Hours

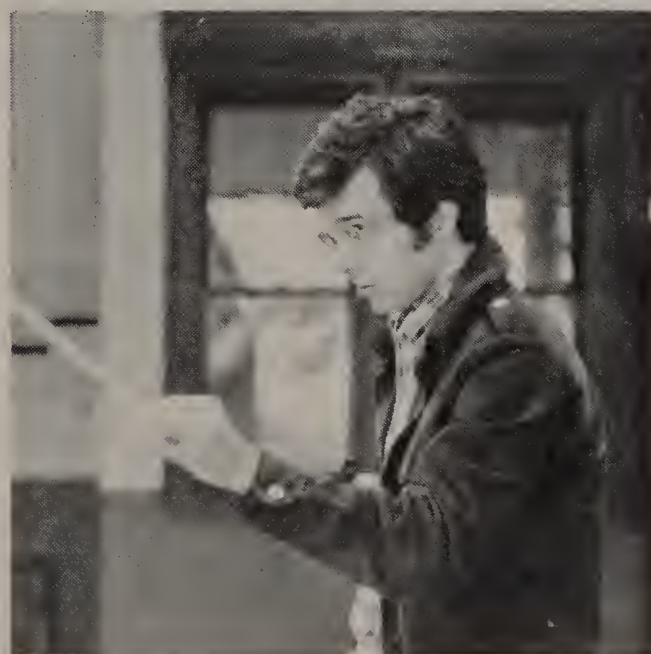
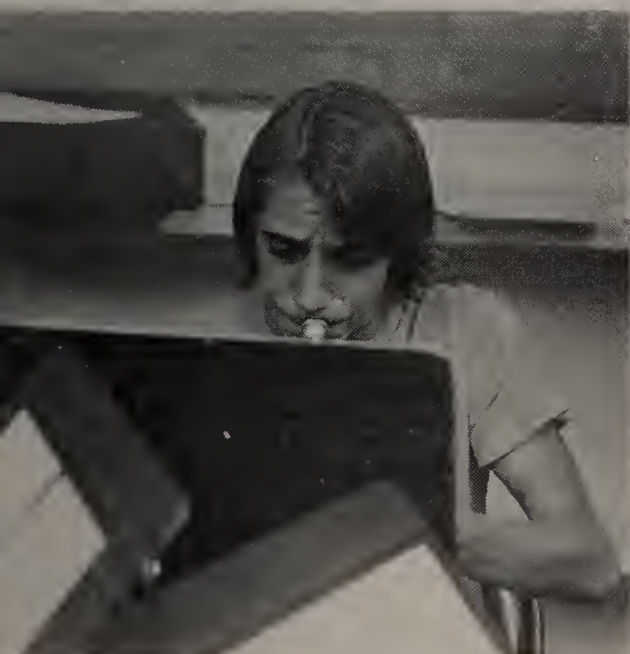
This course is a unique experience in American folk music and its instruments, combining study with practical application. Each student makes a guitar, dulcimer, or banjo. This is not kit building. The instructor selects the proper wood and directs the student's work as the instrument is built from scratch. Extra cost for materials: from \$30 up.

✓ **Music Lessons**

Private lessons in nearly every instrument of a Chamber Orchestra are available for an additional fee. In such cases the fee is paid directly to the instructor, although the Admissions Director is happy to assist in making the arrangement.

✓ **Symphony Orchestra**
6 Hours

Students taking this course join members of the Chamber Music Program in daily orchestra practice. Applicants are accepted in the correct combination of instruments to form a symphony orchestra; the course is therefore open to all symphonic instrumentalists. Because the number of positions for brass and woodwinds is limited, an audition tape is required of wind applicants. String instrumentalists need not send a tape. Although previous chamber music experience is not a prerequisite, all candidates for the Symphony Orchestra should have a teacher recommendation (Music Teacher Recommendation Forms may be obtained from the Summer Session office).



Flanagan
The Great Philosophers

6 Hours

The great philosophers offer a variety of sincere and systematic attempts to answer a set of very difficult questions which perennially face mankind. What is the good life? What is justice? What is knowledge? What is man? What is the relation between my mind and my body? Does God exist? This course critically evaluates the responses of Plato, Aristotle, Descartes, Hobbes, Berkeley, Hume, Kant, and Mill to these questions in an attempt to show that both the questions and their answers continue to be relevant.

56
The Life and Work of Sigmund Freud

6 Hours

Do dreams have meaning? Do early sexual experiences shape your personality? Does each one of us have a secret death wish?

Freud had many startling ideas which had a profound influence on life in the twentieth century. But his ideas are rarely understood by most who live in this post-Freudian era. This course surveys Freud's major ideas. It follows the development of his thought from his early work with hypnosis and the hypothesis of the seduction trauma to his study of dreams and his discovery of infantile sexuality. It closes with a consideration of his later work on self-love, grief, and the death wish.

Lee
Resolving Ethical Dilemmas

6 Hours

~~This workshop is designed to make us more self conscious and critical of the value schemes that govern our lives. Through discussion and lecture we explore the validity of our various moral perspectives on sexuality, parental relations, medicine, law, business, and education.~~

Marky Combs
Social Psychology

6 Hours

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Dreams. Hypnosis. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership. What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to like one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a look at all of these subjects to determine why people interact the way they do. It is designed for those who have never had psychology before.





Introduction to Electronics
6 Hours

A practical introduction requiring some previous experience in electricity, or at least a “tinkering” familiarity. Students learn through building useful projects, with lectures on circuit design, operation, and testing.

Diodes — Transistor Operation — Amplifier Design — Silicon Control Rectifiers — Relays — Photo Cell Uses, etc.

Books: *Electronics Lab Manual*, Paul Zbar; *Solid State Circuits Guide Book*, Brice Ward; *Transistor Projects*, M. Clifford.

Introduction to Zoology
6 Hours

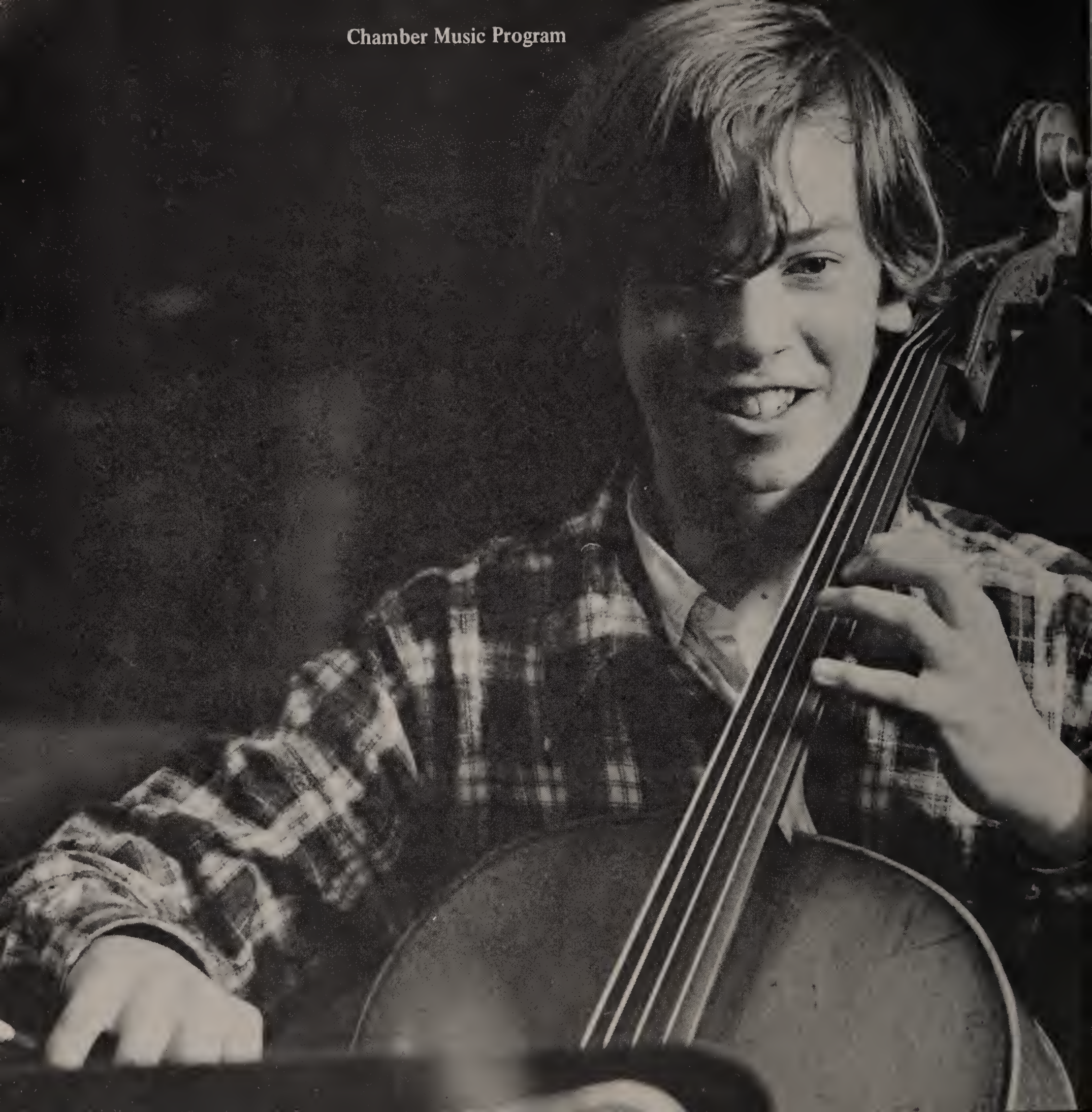
Students study the evolution, physiology and anatomy of representatives of each of the major phyla of the animal kingdom. Laboratory exercises and dissecting involve the following animals: hydra, crayfish, perch, snakes, cats, frogs, flatworms, earthworms and honey bees. Four hours per week are devoted to laboratory work and two hours are spent in the classroom, where lectures are supplemented with films and slides. A background in biology is *not* a prerequisite for this course.

Science and Science Fiction:
Discovery is Born in
the Imagination
6 Hours

There is little doubt that science has profoundly affected our lives on this planet. In years past science fiction writers predicted the atomic age we now live in. This course investigates the interaction between science and science fiction, past, present, and future. Topics considered include the origins of science fiction, the S-F film, the alternate worlds of S-F, and where S-F is going in the seventies. This course is recommended for those students interested in science and science fiction who are eager to express themselves about some of the most exciting ideas of our time.

Readings are drawn from the works of Asimov, Heinlein, Clarke, Vonnegut, Wells, Ellison, and others.

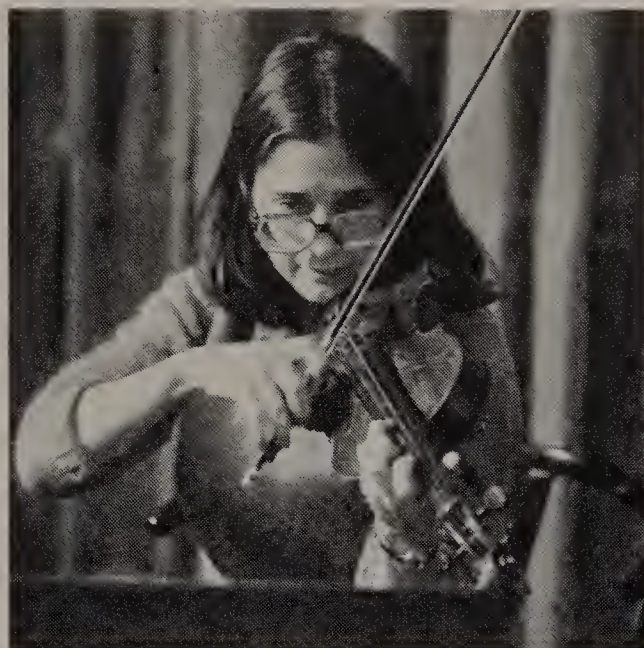
Chamber Music Program



Thomas

Snyder
etc

Chamber Music Program



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The Chamber Music Program provides an exceptional opportunity for high school students in the art of chamber music. The ensemble work offered includes the following:

Woodwind Quintets
String Quartets
Piano Trios
Trio Sonatas
Brass Ensemble
Vocal Ensembles
Cantata Singers
And numerous other combinations

A Unique Mold

As an integral part of the Andover Summer Session, the Chamber Music Program is cast in a unique mold. Music students work and play during the same hours as the regular Summer Session students so that they associate with outstanding students of the same age group, gathered from nearly every state in the union and many foreign countries. Not only is the mix educationally sound but the music and academic programs are mutually beneficial: the members of the Chamber Music Program have a built-in audience of bright, interested, and also talented cohorts to whom they present their finished performances and the Summer Session students have the unparalleled privilege of hearing frequent performances from the Chamber Orchestra, Chorus, and all their combinations.

Chamber Music Program



Daily Assistance and Practice

The Chamber Music Program provides professional instruction in all orchestral instruments and voice. Since practice is one of the most difficult aspects of musical training, daily assistance is given to all participants in developing the techniques of disciplined practice habits. Each class day's working hours are divided into supervised sessions of individual practice, choral practice, practice with instrumental groups or ensembles, and practice with the Chamber Orchestra.





Cantata Singers One of the most unusual offerings of the Chamber Music Program is the opportunity to be a member of the Cantata Singers, a group of 12 singers with a small orchestra devoted to the performance of the great vocal and instrumental works of the Baroque era.

Chorus Chamber music students sing together daily, joined by the voices of non-music-program students who take Chorus as a Minor Course in the Summer Session.

Symphony Instrumental students of the Chamber Music Program are combined with the non-music-program instrumentalists who take Symphony Orchestra as a Minor Course in the Summer Session. The increased numbers of this combination make possible the playing of some of the great symphonic works.

Chamber Music Program

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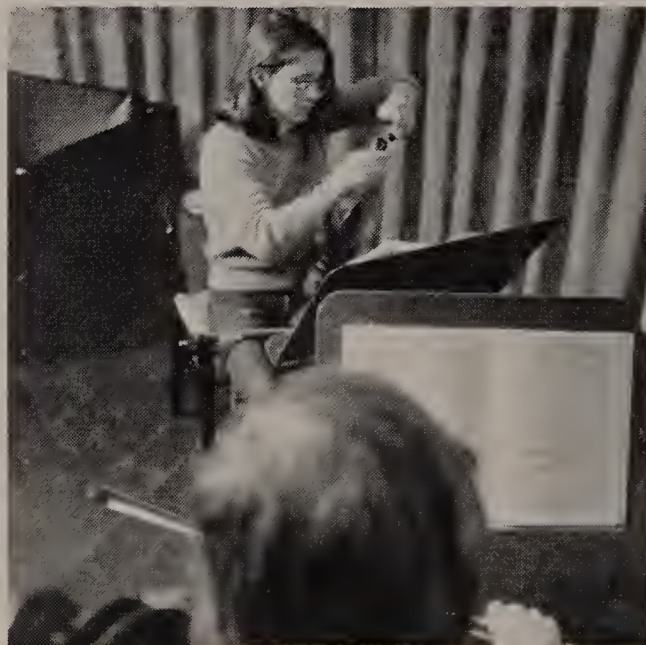


Daily Music Schedule

**Monday
through
Saturday**

7:20	Breakfast	
8:00 — 10:00	Music Practice Sessions	
10:00 — 10:30	School Meeting and Morning Break	
10:40 — 12:40	Music Practice Sessions	
12:20 — 1:15	Lunch	
1:35 — 2:55	College Rap Sessions	*
3:05 — 5:05	Afternoon Activities	*
5:35 — 6:30	Dinner	
6:45 — 8:15	Orchestra Rehearsal	*
8:15 — 10:15	Evening Activities	

*Not applicable on Wednesdays and Saturdays



Chamber Music Program

Activities and Entertainment

Music program students not only associate with the regular Summer Session students at the Morning Break, Afternoon Activities, and meals; but they naturally come together in many optional activities such as College Rap Sessions, Saturday night entertainment on campus (movies, student coffee house performances, dances, etc.), and special off campus trips on Wednesday and Saturday afternoons and Sundays. (See Trips and Tours, p. 19.) 63

Effort More Important than Experience

Previous experience in chamber music is not required in order to participate in the program. A certain minimal proficiency on the part of several instrumentalists is of course necessary in order for the orchestra to perform successfully; but not all applicants need be equally proficient and the most important requirements of the Chamber Music Program are a strong desire to learn and improve and an unfailing will to practice.



The Students 1975



Addis, Caren
Glencoe, Ill.

Adler, Robert
Beverly Hills, Calif.

Ager, Mona
Miami Beach, Fla.

Albert, Judith
Scarsdale, N. Y.

Allain, Peter
Lawrence, Mass.

Alvarez, Raymundo
Dominican Republic

Amory, Jennifer
Wellesley Hills, Mass.

Anderson, Hawley
Houston, Texas

Angell, Susan
Eau Claire, Wisc.

Arnholz, John
London, England

Arty, Genevieve
Port-au-Prince, Haiti

Aubert, Ronald
Los Angeles, Calif.

Audain, Annick
Port-au-Prince, Haiti

Audain, Genevieve
Port-au-Prince, Haiti

Auerbach, Steven
New York, N. Y.

Azrieli, Sharon
Montreal, Quebec

Bagdonavicius, John
Newark, N. J.

Balderston, Peter
Fayetteville, N. Y.

Baliff, Leslie
Old Westbury, N. Y.

Barber, James
Newark, N. J.

Barian, Sally
McLean, Virginia

Baron, Andrea
Englewood, N. J.

Basser, Peter
Port Washington, N. Y.

Battle, Thomas
Washington, D. C.

Beck, Lisa
Beverly Hills, Calif.

Beckman, Arthur
Huntingdon Valley, Penn.



Belmont, Dean
Hewlett, N. Y.

Bennett, Linda
Jackson, Miss.

Bennett, Lisa
Hollywood, Fla.

Bennett, Robbie
Los Angeles, Calif.

Benowitz, Mitchell
Mamaroneck, N. Y.

Benowitz, Saul
Mamaroneck, N. Y.

Berg, Seth
Alexandria, Virginia

Bergman, Michael
New York, N. Y.

Berkow, Randy
Metuchen, N. J.

Berlack, Susan
Amherst, N. H.

Berman, Jonathan
Roslyn Estates, N. Y.

Bernstein, Carolyn
Newton Centre, Mass.

Bernstein, Jessica
Great Neck, N. Y.

Berson, Denise
Brooklyn, N. Y.

Berzin, Linda
France

Bethel, Starlene
Columbus, Ohio

Beyer, Robert
Santa Monica, Calif.

Biagioni, Ettore
Roma, Italy

Biascoechea, Fernando
Puerto Rico

Blackman, Bonnie
Nanuet, N. Y.

Blackman, Liz
Beverly Hills, Calif.

Blackman, Phillip
Beverly Hills, Calif.

Blackstone, Bruce
Thornville, Ohio

Bloomfield, Susan
Great Neck, N. Y.

Blum, Lauren
New York, N. Y.

Bodenstein, Diane
Englewood Cliffs, N. J.

Bojarsky, Donna
Beverly Hills, Calif.

Bokor, Peter
Tenafly, N. J.

Booker, Ellis
Elkins Park, Penn.

Boren, David
Winston-Salem, N. C.

Boyson, Heidi
Englewood, N. J.

Braun, Charles
Easton, Conn.

Brewster, Darryl
Memphis, Tenn.

Brody, Jane
West Orange, N. J.

Brooks, Jill
Havertown, Penn.

Brooks, Suzette
New York, N. Y.

Brown, Michael
Norwich, Conn.

Browne, Kate
Bowmansdale, Penn.

Brumer, Amy
Roslyn Heights, N. Y.

Buchman, John
Sharon, Penn.

Bursztajn, Lilly
Paterson, N. J.

Buss, Sarah
Iowa City, Iowa

Callahan, Colin
Andover, Mass.

Callahan, Sean
Andover, Mass.

Cameron, Christopher
Plymouth, N. H.

Cantor, Sheryl
N. Miami Beach, Fla.

Canuette, William
Kingston, N. C.

Carpi, Colin
Princeton, N. J.

Carruthers, Thomas
Birmingham, Ala.

Cascino, Susan
Andover, Mass.

Castelo, Richard
San Diego, Calif.

Chao, Jeremy
Fair Lawn, N. J.

Christensen, Leslie
Los Gatos, Calif.

Churgin, Erica
Short Hills, N. J.

Clarke, Stephen
New York, N. Y.

Coben, Robert
Meadowbrook, Penn.

Cohen, Cindy
Woodmere, N. Y.

Cohen, Edward
Binghamton, N. Y.

Cohen, James
Englewood, N. J.

Cohen, Neal
Merion, Penn.

Cohen, Stuart
Palo Alto, Calif.

Cohn, David
New Orleans, La.

Cohn, Melissa
Edison, N. J.

Coles, Nancy
New York, N. Y.

Conarck, Ivy
Setauket, N. Y.

Conley, Patrick
New York, N. Y.

Connolly, Elizabeth Ann
Newburyport, Mass.

Cooper, David
Great Neck, N. Y.

Corey, Deborah
Brookline, N. H.

Corey, Denise
Lawrence, Mass.

Cornfeld, Leslie
Hollywood, Fla.

Corwin, Steven
Livingston, N. J.

Cowan, Marsha
Scarsdale, N. Y.

Cramer, Cathy
New York, N. Y.

Craven, Catherine
Bedford, N. Y.

Culberson, Sarah
Asheboro, N. C.

Cunningham, Michael
Bloomingburg, N. Y.

Dana, James, Jr.
Appleton, Wisc.

Dana, Sarah
Brookline, Mass.

Davidson, Peter
Fresno, Calif.

Davis, Edith
Opelika, Ala.

Delaney, Vanessa
Baltimore, Maryland

Del Valle, Manuel
San Patricio, P. R.

Deutsch, Daniel
Englewood, N. J.

Dickerson, Kathleen
Los Angeles, Calif.

Dinerman, Ruth
Maplewood, N. J.

Doggett, Kirk
Wellesley, Mass.

Doyle, Matthew
Elmira, N. Y.

Drasnin, Stephen
Charleston, W. Virginia

Dresner, Steven
Livingston, N. J.

Dreyfus, Barbara
Manhattan, N. Y.

Dreyfus, Richard
Brooklyn, N. Y.

Dubin, Andrea
Westbury, N. Y.

Dunn, Darin
Brooklyn, N. Y.

Durst, Frederick
Metuchen, N. J.

Einbender, Alysse
Jenkintown, Penn.

Eisenstein, Janet
N. Caldwell, N. J.

Elkind, Jerome
Bayonne, N. J.



Elk Looks Back, Beverly
Parmelee, S. D.

Ellenhorn, Joshua
Los Angeles, Calif.

Elman, Susan
Westbury, N. Y.

Epstein, Debbie
Hewlett, N. Y.

Eskind, Seth
Nashville, Tenn.

Ettinger, Alan
Union, N. J.

Eubanks, Sandra
Memphis, Tenn.

Felman, Janet
Pittsburgh, Penn.

Fernandes, Donna
Norton, Mass.

Fielo, Jeffrey
S. Orange, N. J.

Fiske, Thomas
Boxford, Mass.

Fitti, Diane
Perkasie, Penn.

Fitzgerald, Lesley
Sudbury, Mass.

Flaherty, Dick
Wellesley, Mass.

Fletcher, James
Fairfax, Virginia

Fletcher, Robert
Chicago, Ill.

Florin, John
W. Orange, N. J.

Foggini, Paolo
Dobbs Ferry, N. Y.

Foreman, Nell
Haverford, Penn.

France, Edward
Duluth, Minn.

Francke, Wendell
Charleston, W. Virginia

Frank, Sally
Bayonne, N. J.

Freiman, Nancy
Livingston, N. J.

Fried, Daniel
Brooklyn, N. Y.

Friedlander, Eric
Louisville, Kentucky

Frieson, Donald
Memphis, Tenn.

Frieson, Ronald
Memphis, Tenn.

Fudman, Susan
Baltimore, Maryland

Fung, Larry
Kowloon, Hong Kong

Gilliard, Deidra
Bronx, N. Y.

Gale, Jane
Highland Park, Ill.

Gauron, Thomas
Medford, Mass.

Gelfond, Beth
Watchung, N. J.

Georgacopoulos, Peter
Louisville, Kentucky

Gershon, Julie
W. Orange, N. J.

Gerst, Jeffrey
Tenaflly, N. J.

Gerst, Steven
Tenaflly, N. J.

Gibbs, Rebecca
Dallas, Texas

Ginsberg, Alan
Brooklyn, N. Y.

Gladstone, Edythe
Muttontown, N. Y.

Gladstone, Elizabeth
Scarsdale, N. Y.

Glaser, Lynne
Harrison, N. Y.

Gluck, Jennifer
Amsterdam, N. Y.

Gold, Lloyd
Woodmere, N. Y.

Gold, Paul
W. Orange, N. J.

Goldberg, Margaret
Norfolk, Virginia

Goldfarb, Susan
Newtonville, Mass.

Goldman, Leah
New Orleans, La.

Goldstein, Amy
Miami, Fla.

Goldstone, Sue
Sharon, Penn.

Goodman, John
Tenaflly, N. J.

Gordon, Marshall
Brooklyn, N. Y.

Gould, Jonathan
Tamarac, Fla.

Grabel, Jordan
Roslyn, N. Y.

Green, Anthony
Washington, D. C.

Green, Raymond
Philadelphia, Penn.

Greene, Douglas
Santa Barbara, Calif.

Greene, Elizabeth
Montclair, N. J.

Greenfield, Douglas
Glenmoore, Penn.

Greenfield, Jennifer
Morristown, N. J.

Greenwald, Marc
Roslyn, N. Y.

Grinstein, Nancy
Los Angeles, Calif.

Gross, Deborah
Philadelphia, Penn.

Groves, Wesley
Los Angeles, Calif.

Gunter, Elyse
Beverly Hills, Calif.

Gunther, Daniel
Beverly Hills, Calif.



Gutfreund, Ruth
El Salvador

Halpryn, Alison
Miami Beach, Fla.

Hambelton, Alfred, Jr.
Lawrence, Mass.

Hammer, John
Pittsburgh, Penn.

Harkavy, Roberta
Hewlett Harbor, N. Y.

Harmon, David
Roslyn, N. Y.

Harris, Charles
W. Orange, N. J.

Harris, Ellen
Jenkintown, Penn.

Harris, Laurlyn
Louisville, Kentucky

Hart, Richard
W. Hartford, Conn.

Hartog, Jack
New York, N. Y.

Hartung, Ruth
Seattle, Wash.

Heath, Carla
Memphis, Tenn.

Hedal, Joseph
Montclair, N. J.

Hedger, Sarah
Barton, Vermont

Henry, Gail
Scarsdale, N. Y.

Hernandez, David
Los Angeles, Calif.

Hernandez, Roy
San Antonio, Texas

Herrin, Dena
Rydal, Penn.

Herring, Steven
Huntingdon Valley, Penn.

Hersh, Randi
Jenkintown, Penn.

Herzog, Laurie
Meridian, Miss.

Hobausz, Melinda
Andover, Mass.

Hochstim, Elizabeth
Dallas, Texas

Hoffman, Alison
Manhasset Hills, N. Y.

Hoffman, Ivy
Syracuse, N. Y.



Hoffman, Robin
New York, N. Y.

Holladay, Virginia
Newport Beach, Calif.

Holliday, Joseph
Mount Kisco, N. Y.

Holzman, Annie
Newtonville, Mass.

Horwitz, Nancy
W. Orange, N. J.

Howerton, Denise
Louisville, Kentucky

Hubshman, Jim
New York, N. Y.

Hughes, Brenda
Philadelphia, Penn.

Hunter, Dale
La Jolla, Calif.

Hyman, James
Beverly Hills, Calif.

Imanishi, Yuri
Bronxville, N. Y.

Ingbar, Jonathan
Brookline, Mass.

Iselin, Linda
Albany, N. Y.

Jackson, Randolph
East Palo Alto, Calif.

Jackson, Velna
Los Angeles, Calif.

Jacobi, David
South Bend, Indiana

Jacobs, Deborah
New Bedford, Mass.

Jacobs, Richard
Short Hills, N. J.

Jaivin, Jonathan
New London, Conn.

Jarrell, Mark
McMurray, Penn.

Jennis, Andrew
S. Orange, N. J.

Joachim, Jim
Old Westbury, N. Y.

Johnson, Cedric
Washington, D. C.

Johnson, LaVerne
Chester, Penn.

Johnson, Pamela
Atlanta, Georgia

Johnson, Theodore
Oberlin, Ohio

Johnson, Virginia
Chatham, N. J.

Jones, Karen
Newton, Mass.

Kaabi Nejadeyan, Fouad
Tehran, Iran

Kahan, Eric
East Williston, N. Y.

Kamien, Jesse
Chelmsford, Mass.

Kandell, Jessica
Beverly Hills, Calif.

Kane, Daniel
Brooklyn, N. Y.

Kaplan, Louis
Bayonne, N. J.

Kargman, Steven
Roslyn Heights, N. Y.

Kaufmann, Abbe
Washington, D. C.

Kaufman, Amy
Los Angeles, Calif.

Kayden, Matthew
Sherman Oaks, Calif.

Kendall, Joshua
New York, N. Y.

Kessler, Adam
Santa Monica, Calif.



Kesten, Lisa
Bedford, N. Y.

King, Frani
East Rockaway, N. Y.

King, Heather
Avon, Conn.

Kirsten, Abbe
Millburn, N. J.

Kittredge, Marie-Louise
Cincinnati, Ohio

Koo, Bon Sung
Seoul, Korea

Kostandin, Thalia
Methuen, Mass.

Kozack, John
New York, N. Y.

Krevolin, Betsy
West Hartford, Conn.

Kumin, Cynthia
Somerville, Mass.

Kurtz, Jennifer
Englewood, N. J.

Kwon, Joon-Sung
New York, N. Y.

Lakin, Deborah
Needham, Mass.

Lam, Carol
Englewood Cliffs, N. J.

Lampietti, Robert
Verneuil, France

Lavery, Geoffrey
Encino, Calif.

Lazarus, Bruce
New Rochelle, N. Y.

Leao, Carlos
Brazil

Lee, Soong-Won
Providence, R. I.

Leger, Gilbert
Petion-ville, Haiti





Leggett, Christopher
Cleveland, Ohio

Leider, Erin
Bay Harbor Island, Fla.

Lemlich, Gabrielle
Long Beach, N. Y.

Leonard, Neal
Los Angeles, Calif.

Lerman, Alexander
Nashville, Tenn.

Lerner, Edward
Port Washington, N. Y.

Levenson, Alan
Scarsdale, N. Y.

Levenson, Daniel
Alexandria, Virginia

Levin, Dina
Franklin Square, N. Y.

Levin, Lynne
Wyncote, Penn.

Levine, Laurie
Livingston, N. J.

Levine, Meg
Cedarhurst, N. Y.

Levy, Matthew
New York, N. Y.

Lewis, Anita
Washington, D. C.

Lewis Charles
Newark, N. J.

Lewis, Karen
St. Louis, Missouri

Lewis, Martia
Washington, D. C.

Lidji, Craig
Dallas, Texas

Like, Steven
Babylon, N. Y.

Lincoln, Joanna
Montpelier, Vermont

Litchmann, Jean
Los Angeles, Calif.

Litt, Dana
Tarzana, Calif.

Littman, Jon
Tiburon, Calif.

Livshin, Lisa
Poughkeepsie, N. Y.

London, David
Cambridge, Mass.

Loventhal, Leonard
New York, N. Y.

Lowder, Richard
Lexington, N. C.

Lowell, Martin
S. Orange, N. J.

Lowenstein, Barbara
Larchmont, N. Y.

Lyman, Charlotte
New York, N. Y.

MacDonald, John
Tangier, Morocco

MacGrath, Susan
New York, N. Y.

McCarthy, Christine
Staten Island, N. Y.

McGill, Dave
Rochester, Minn.

McKee, Patricia
Andover, Mass.

Ma, Patrick
New Haven, Conn.

Malik, Prem Dev
Memphis, Tenn.

Mamakos, Jason
San Marino, Calif.

Mangan, Richard
Somerville, Mass.

Manin, Steven
New Rochelle, N. Y.

Markell, Jodie
Memphis, Tenn.

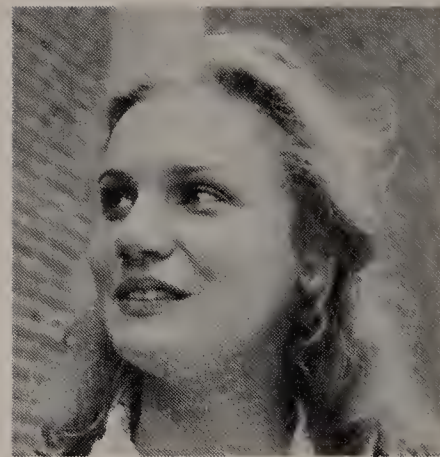
Marshall, Frances
Alexandria, Virginia

Marx, Eric
Encino, Calif.

Mass, Alison
Ellenville, N. Y.

Matthias, Wolfgang
Bethesda, Maryland

Mayer, Carl
New York, N. Y.



Mayer, Polly
Glencoe, Ill.

Mead, Sara
Princeton, N. J.

Mebane, James
Manson, N. C.

Mechanick, Andrea
Bala Cynwyd, Penn.

Melas, Kyriazi, Constantin
Switzerland

Melas Kyriazi, Georges
Switzerland

Melas Kyriazi, Theodose
Switzerland

Melin, Gilbert
Tenafly, N. J.

Melson, Douglas
Compton, Calif.

Mermelstein, Fred
West Caldwell, N. J.

Merritt, Elizabeth
Cleveland Heights, Ohio

Metzger, Jill
Jenkintown, Penn.

Meyer, John
Encino, Calif.

Meyer, Patricia
Encino, Calif.

Michaels, Jacob
Pittsburgh, Penn.

Miller, Shelley
Brooklyn, N. Y.

Mintz, Robert
Closter, N. J.

Miovas, Thomas
Memphis, Tenn.

Mitchell, Michael
Newton, Mass.

Moeller, Rodney
Dubuque, Iowa

Moin, Shahriar
Iran

Mondy, Angela
Birmingham, Ala.

Mooney, Stephen
Riverdale, N. Y.

Moorehead, Evelyn
England, Arkansas

Morrison, Robert
Hutchinson, Kansas

Morrison, Todd
New York, N. Y.

Muncy, Keith
Lowville, N. Y.

Murdoch, Catherine
Los Angeles, Calif.

Murroni, Enid
Hollywood, Fla.

Nabatoff, Ross
New York, N. Y.

Nash, Christopher
Newton, Mass.

Nathanson, Margie
Millburn, N. J.

Neger, Simi
New York, N. Y.

Nenner, Lisa
Jamaica Estates, N. Y.

Neri, Juan
San Antonio, Texas

Neuberger, Mark
New York, N. Y.

Newstat, Beth
Merion Station, Penn.

Newstat, Meryl
Merion Station, Penn.

Nicholson, Stuart
Greenwood, S. C.

Nickle, Joan
Long Beach, Calif.



Noah, Timothy
Beverly Hills, Calif.
 Olives, Melba
Albuquerque, N. M.
 Ong, Winfield
Evansville, Indiana
 Opotowsky, Anne
Pleasantville, N. Y.
 Oppenheimer, Barbara
San Antonio, Texas
 Oppenheimer, Lisa
El Paso, Texas
 Oringer, Andrew
Oyster Bay, N. Y.
 Orringer, Jane
Harrison, N. Y.
 Pacini, Elisa
Valencia, Venezuela
 Paisner, Daniel
Roslyn Heights, N. Y.
 Pandiscio, Marion
Methuen, Mass.
 Papert, Peggy
Dallas, Texas
 Patent, Sharon
Great Neck, N. Y.
 Pearlman, Stuart
Dallas, Texas
 Peckler, Seth
Massapequa, N. Y.
 Perron, Kathleen
Chatham, Mass.
 Peters, Julie
Portland, Oregon
 Philips, Wendy
Tarrytown, N. Y.
 Piel, Eleanor
New York, N. Y.
 Poch, Andrea
Elizabeth, N. J.



Pollin, Myles
New York, N. Y.
 Porter, Theodore
E. Orange, N. J.
 Porterfield, Allan
Hampden-Sydney, Virginia
 Praeger, Jennifer
New York, N. Y.
 Prem, Julie
New York, N. Y.
 Press, Michele
Newton Centre, Mass.
 Prince, Jonathan
Beverly Hills, Calif.
 Pullen, Barbara
Littleton, N. C.
 Ramer, Stephanie
Los Angeles, Calif.
 Ramin, Jonathan
Chestnut Hill, Mass.
 Ramirez de Arellano, Carlos
San Juan, Puerto Rico
 Randolph, Christopher
Chestnut Hill, Mass.
 Ransohoff, Steven
Beverly Hills, Calif.
 Rappaport, Joshua
Potomac, Maryland
 Ray, Gail
Atlanta, Georgia
 Rayman, Steven
Woodland Hills, Calif.
 Reagan, Ron
Pacific Palisades, Calif.
 Rechtschaffen, Scott
New York, N. Y.
 Reiter, Marcy
Verona, N. J.
 Rettig, William
Brooklyn, N. Y.

Reyna, Richard
San Antonio, Texas
 Rheinstein, Philip
New York, N. Y.
 Rice, DaVida
Birmingham, Alabama
 Rich, Miriam
Tokyo, Japan
 Richard, Lisa
Baton Rouge, La.
 Richmond, Hania
Alexandria, Virginia
 Riggs, Peter
Palo Alto, Calif.
 Roach, Debbie
Little Rock, Arkansas
 Robinson, Kevin
St. Louis, Missouri
 Robinson, Lisa
Newton, Mass.
 Robinson, Terry
Houston, Texas
 Rockwood, John
Lancaster, Ohio
 Rogers, Joyce
Richmond, Virginia
 Ronder, Ruth Ann
Kingston, N. Y.
 Rosenbaum, David
New York, N. Y.
 Rosenberg, Larisa
Memphis, Tenn.
 Rosenblatt, Ronna
Newton, Mass.
 Rosenfeld, Shari
Woodmere, N. Y.
 Rosenfelt, Karen
Beverly Hills, Calif.
 Rosenzweig, Ann
Hot Springs, Ark.



Rossnick, Barry
Bayonne, N. J.
 Roth, Gail
Patchogue, N. Y.
 Rothschile, Ami
Millburn, N. J.
 Rothstein, Susan
New York, N. Y.
 Rubin, Emily
Washington, D. C.
 Rubin, Peter
Old Westbury, N. Y.
 Ruder, Eric
Rye, N. Y.
 Sagan, Susannah
Englewood, N. J.
 Saigh, Robert
Teaneck, N. J.
 Salant, Larry
Union, N. J.
 Salzberg, Susan
New York, N. Y.
 Sand, Robert
New York, N. Y.
 Sands, Wendy
Menands, N. Y.
 Santiago, Myrna
Los Angeles, Calif.
 Schachne, Douglas
New York, N. Y.
 Schachtel, William
Millburn, N. J.
 Scharlin, Kerri Sue
Miami, Fla.
 Schaum, Carolyn
Roslyn, Estates, N. Y.
 Scheer, Melissa
Poughkeepsie, N. Y.
 Schiavoni, Kevin
Bradford, Mass.





Schiffries, Craig
San Francisco, Calif.

Schnog, Nancy
Scarsdale, N. Y.

Schornstein, Wendy
New Orleans, La.

Schreiber, Steven
Valley Stream, N. Y.

Schubin, Wendy
Armonk, N. Y.

Schultz, Caroline
Alexandria, Virginia

Schwartz, Bonnie
Woodmere, N. Y.

Schwartz, Jane
Clark, N. J.

Schwartz, Penny
Syosset, N. Y.

Schwartz, Stephen
Hewlett, N. Y.

Schwimmer, John
Beverly Hills, Calif.

Seave, Patti
Bala Cynwyd, Penn.

Segall, Bruce
Harrison, N. Y.

Semel, Abbey
Stamford, Conn.

Seroussi, Richard
London, England

Shapiro, Gigi
New York, N. Y.

Shapiro, Tamar
Swampscott, Mass.

Sharkey, Bernadette
Winner, S. D.

Sharp, Susan
Dallas, Texas

Shaub, Suzanne
Beverly Hills, Calif.

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Baldwin, N. Y.

Slavitz, Jeffrey
Encino, Calif.

Slocum, John
S. Weymouth, Mass.

Smith, Howard
Chester, Penn.

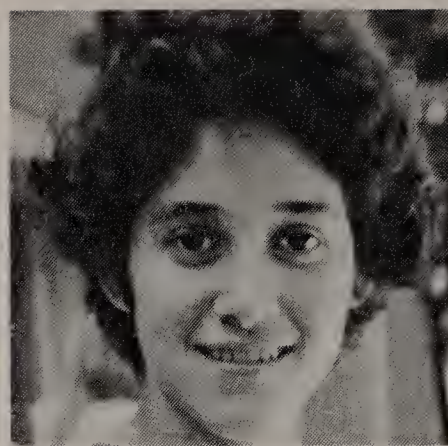
Smith, Jeffrey
Beverly Hills, Calif.

Smith, Robert
Versailles, Kentucky

Smith, Sharon
Wellesley, Mass.

Solin, David
Englewood, N. J.

Solomon, David
Pittsburgh, Penn.



Solomon, Margie
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Spector, Amy
Scarsdale, N. Y.

Spector, Craig
Valley Stream, N. Y.

Speight, Cora
Kinston, N. C.

Spitz, Roger
Hartsdale, N. Y.

Sprung, Lisa
Lido Beach, N. Y.

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Wellfleet, Mass.

Stein, Gayle
Memphis, Tenn.

Steinberg, Blake
Portland, Oregon

Steinberg, Daniel
Chestnut Hill, Mass.

Steinweg, Peter
White Plains, N. Y.

Sterling, Harris
W. Orange, N. J.

Sternberg, Theodore
South Bend, Indiana

Stevens, Elizabeth
Alexandria, Virginia

Stoloff, Gary
Newton Highlands, Mass.

Stolove, Jodi
Hollywood, Fla.

Stoltmann, Ellen
Wellesley, Mass.

Stone, Audrey
Elizabeth, N. J.

Stool, Laura
Merion, Penn.

Strauss, Lawrence
New York, N. Y.

Strauss, Robert
Harrison, N. Y.

Stringer, Charles
Kenosha, Wisc.

Strom, Elizabeth
Englewood, N. J.

Struth, Susan
Armonk, N. Y.

Sullivan, Winfrey
Memphis, Tenn.

Supovitz, Elise
Newton, Mass.

Sutton, Curtis Lee
Kinston, N. C.

Swartz, Jerome
San Antonio, Texas

Tahbaz, Hedayet
Teheran, Iran

Taleghani, Shahrokh
Teheran, Iran

Tanner, David
Scarsdale, N. Y.

Taubman, William
Southfield, Mich.

Taylor, Lorenzo
Louisville, Kentucky

Teich, Roger
Lloyd, Harbor, N. Y.

Telsey, Suzanne
Rego Park, N. Y.

Terry, Bruce
Saco, Maine

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Carterville, Ill.

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McLean, Virginia

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Storrs, Conn.

Tuller, Michael
New York, N. Y.



Tunkel, David
Perth Amboy, N. J.

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Fort Valley, Georgia

Valin, Christian
New York, N. Y.

Van Cleve, Catherine
Jacksonville, Fla.

Vecchio, Mark
Mineola, N. Y.

Versalie, Elizabeth
N. Woodmere, N. Y.

Viscott, Elizabeth
Wellesley Hills, Mass.

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New York, N. Y.

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Chestnut Hill, Mass.

Wang, Tina
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Wasserman, Beth
New Hyde Park, N. Y.

Webb, Robert
New York, N. Y.

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New York, N. Y.

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Meadowbrook, Penn.

Weinstein, Michael
South Bend, Indiana

Weinstock, Michael
Livingston, N. J.

Weintraub, Alan
Livingston, N. J.

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Shaker Heights, Ohio

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New York, N. Y.

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Kirkland, Washington

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New York, N. Y.

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Brooklyn, N. Y.

West, Stacy
New York, N. Y.

Whiteford, Benjamin
Lake Oswego, Oregon

Wiener, Mary
Jackson, Miss.

Wilbourn, Melvin
St. Louis, Missouri

Williams, Dena
Davis, Calif.

Williams, Denise
Bronx, N. Y.

Williams, Herman
Los Angeles, Calif.

Williams, Lucius
Tuskegee Institute, Ala.

Williams, William
Los Angeles, Calif.

Witkoff, Amy
Old Westbury, N. Y.

Witt, Julia
Rosebud, S. D.

Wolfe, Hilary
Pittsburgh, Penn.

Wolff, Jacqueline
El Salvador

Wright, Isabel
Dallas, Texas

Yendo, Masahiko
Tokyo, Japan

Young, Paula
Atlanta, Georgia

Zaldivar, Elizabeth
El Salvador

Zarin, Cynthia
Great Neck, N. Y.

Zelner, Michael
Mamaroneck, N. Y.

Zimmer, Alan
Wilmington, N. C.

Zins, Amy
Short Hills, N. J.

Zirinsky, Stephen
Great Neck, N. Y.

Zuckerman, Anna
Beverly Hills, Calif.







Antal, James, M. A. R.
HM, Ethics, Authenticity

Bakal, Curtis, B.A.
Medicine, Athletics

Barnes, Leroy, B. A.
Psychology, HM

Bellizia, Frank, M. A.
Drama

Bellizia, Priscilla, M. A. T.
HM

Bensley, Gordon, B. A.
Photography

Bensón, Jean
HM

Benson, Peter, M. A.
Physics

Brandt, Harry
Chemistry Assistant

Brooks, Hunter, M. A.
Government, Athletics

Bunnell, James, M. A.
Assistant Director, Trips

Bunnell, Kate, B. A.
Administrative Assistant

Bunnell, William
Athletics

Burdick, Charles, M. A.
English

Burdick, Susan
HM

Cameron, John, M. A.
English, HM

Cone, Thomas, M. A. T.
Biology, Athletics

Coulthard, Alfred, B. A.
Director Afternoon Activities

Crabtree, Douglas, Ph.D.
Mathematics, Athletics

Crawford, Katherine, B. A.
HM

Crawford, Robert, M. A.
History, Athletics

Downs, David
Writing Program, Athletics

Fersch, Elsworth, Ph.D.
Law

Ford, Margaret, M. A.
English, HM

Foster, Dianne, B. A.
HM

Fox, Nancy
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Fregulia, Kathy, B. A.
HM, Modern Dance

Fregulia, Richard, A. B.
Music, Athletics

Gillespie, Michael, M. A. T.
English, HM

Gordon, Richard
Athletics

Hamilton, Judy, B. A.
HM

Hamilton, Thomas, M. S.
Biology, Athletics

Hannah, Frank, A. M.
Mathematics, HM, Athletics

Hardin, Douglas, Ph.D.
Music

Herbst, Lynn, A. M.
French

Herbst, Sally, B. A.
HM

Hobausz, Aloysius
Director of A-V

Horowitz, Dana
Drama Assistant

Hursty, David, M. A.
History, HM

Irish, Carol, Ph.D.
English



Jackson, Doris, M.Ed.
Dean of Students, Psychology

Judd, Dorothy, A. M.
Spanish

Kimball, Nicholas
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Kip, Nicholas, A. M.
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Lea, Robert, A. B.
Psychology, Athletics, HM

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McDonnell, Barbara, A. B., S. B.
Director of Library

McKee, Jean, A. B.
Director of Admissions, Ath.

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Metcalf, Albion
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Morell, Clement, M. A.
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Owen, Abigail
Encounter, Art Assistant

Peiken, Linda, M. A.
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Price, Meredith, M. A. T.
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Roehrig, Ruth, B. A.
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Rowe, Heather, B. A.
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Royce, Ann
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Strauss, Jessica
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Sturges, Hale, M. A.
French, HM
Sykes, Elwin, A. B.
English, HM

Tate, Robert, B. A.
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Wennik, Joseph, M. A.
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Wilson, Nancy, B. A.
Community Service
Wilson, Robert, Ph.D.
Chemistry, HM, Athletics
Zucker, Jack, M. A.
English



THE ANDOVER CONNECTION FOR 1976

The following students of the 1975 Summer Session would be happy to talk to anyone in their area wishing further information.

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of the Andover Summer Session

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North Andover, Mass. 01845

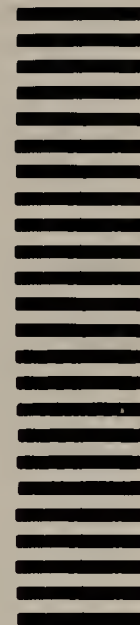
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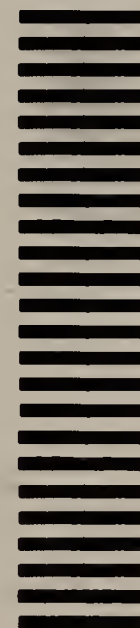
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Andover, Massachusetts
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- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
- ☐ SEND SCHOLARSHIP FORMS ONLY. I ALREADY HAVE APPLICATION FOR ADMISSION

Name ^{Miss}
 Mr. _____
 Mrs. _____ Last _____ First _____

Address _____

_____ Zip _____

Grade _____ Position _____
 (If a student) (If a teacher or administrator)

- ☐ SEND APPLICATION FOR ADMISSION
- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
- ☐ SEND SCHOLARSHIP FORMS ONLY. I ALREADY HAVE APPLICATION FOR ADMISSION

Name ^{Miss}
 Mr. _____
 Mrs. _____ Last _____ First _____

Address _____

_____ Zip _____

Grade _____ Position _____
 (If a student) (If a teacher or administrator)

1976 Andover Summer Session

Major Courses

Interdisciplinary	23	Archaeology and Anthropology; Literature and History; Medicine and Law
Art and Film	25	Advanced Photography; Masters of the American Film; Studio Art
Dramatics	27	Acting and Directing Workshop
English	28	Basic Skills in English; Competence in Reading and Writing; Creative Writing; Developmental Reading; English as a Second Language; Enjoyment and Control of Language; Modern European and American Fiction; Perception and Expression; Reporting: from Journal to Journalism; Thoreau . . . "he hears a different drummer"
History and Political Affairs	32	The American Economy: Theory and Practice; Colonial History and the American Revolution; Greek and Roman Civilization; Modern European History; The Rise and Fall of the American Presidency
Languages	35	Advanced Placement French; Advanced Placement Spanish; French; German; Italian; Spanish; Russian; Greek; Latin
Mathematics	37	Calculus; Computer Programming
Philosophy, Psychology, and Religion	38	Authenticity; Languages of the Self; Law and Morality; Social Psychology; The Meaning of Life
Science	41	Advanced Biology; Advanced Experimental Chemistry; Animal Behavior; Astronomy; Chemistry for the Biological Sciences; Intensive Beginning Chemistry; Introductory Physics; Oceanography and Marine Biology

Minor Courses

Art	45	Art History; Art Studio; Calligraphy; Ceramics; Performing Arts Tutorial; Photography
English	46	Contemporary Literature; Etymology and Semantics; Poetry Workshop; Shakespeare; Writing Program
History	49	Feminism: Its History and Issues; Human Evolution; International Relations; Short History of Latin America
Languages	51	French; German; Russian; Spanish
Mathematics	53	Algebra Review; Computer; Intermediate Algebra; Problems, Brain Twisters, and Puzzles
Music	54	Chorus; Ethnomusicology; Instrument Making and American Folk Music; Music Lessons; Symphony Orchestra
Philosophy and Psychology	56	The Great Philosophers; The Life and Work of Sigmund Freud; Resolving Ethical Dilemmas; Social Psychology
Science	57	Introduction to Electronics; Introduction to Zoology; Science and Science Fiction
Chamber Music Program	59	